

G15
313:S62
1976
c. 2

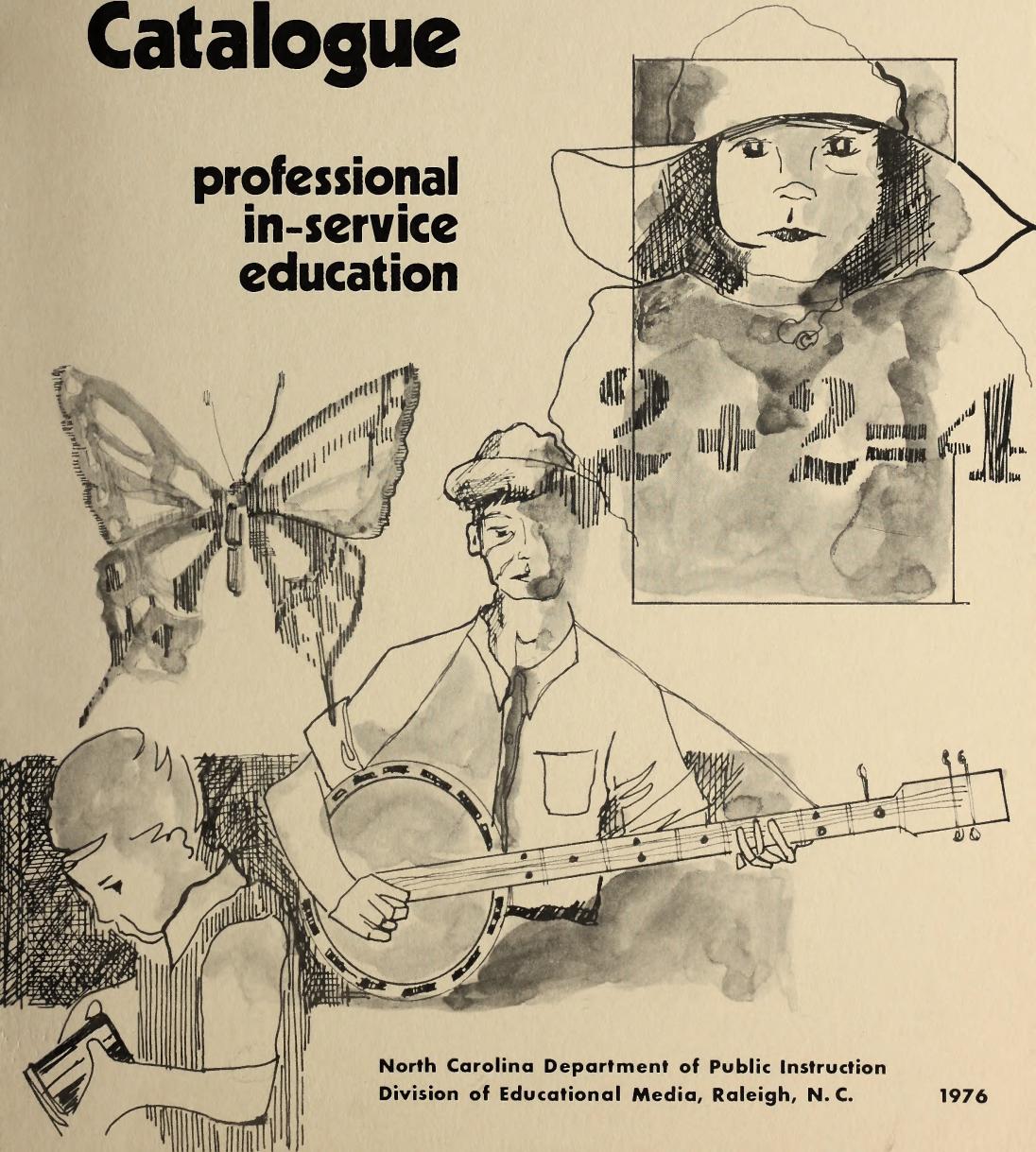
North Carolina State Library
Raleigh

N. C.
Doc.

MAY
6 1985

16mm Film Catalogue

**professional
in-service
education**



North Carolina Department of Public Instruction
Division of Educational Media, Raleigh, N. C.

1976

Table of Contents

TABLE OF CONTENTS	i
INTRODUCTION AND INSTRUCTIONS	iii
ART	1
BEHAVIOR AND VALUES	3
EARLY CHILDHOOD	11
EDUCATION (GENERAL)	15
EDUCATIONAL MEDIA	25
EXCEPTIONAL CHILDREN	31
GUIDANCE	35
HEALTH AND PHYSICAL EDUCATION	37
INNOVATIVE PRACTICES	41
LANGUAGE ARTS	45
MATHEMATICS	57
SCIENCE	65
SOCIAL STUDIES	71
VIDEOTAPES	75
SUPPLEMENT I	77
INDEX	81



Digitized by the Internet Archive
in 2017 with funding from
State Library of North Carolina

<https://archive.org/details/16mmfilmcatalogp1976nort>

Introduction and Instructions

This is the catalog for the Department of Public Instruction's library of 16mm films intended for preservice and inservice staff development. Before ordering films from this catalog, please check with your regional education center to see if the film is in its collection.

We do not charge for the use of our films; you are, however, responsible for return postage via insured mail or UPS.

The catalog is printed periodically and will be kept current by supplements as titles are added.

Please observe the following procedures when ordering and using films:

1. Send your request to

Linda Kimbrough
Professional Film Library
Room 18, Education Building
Raleigh, North Carolina 27611

Indicate the titles needed and when you would like to have them.
Please include alternate dates when possible.

Except in emergencies, make your requests in writing. Telephoned requests increase the possibility of error and tend to overburden our limited staff. You will be notified in writing the dates the films are available.

2. Please exercise due care when showing films and take such normal precautions as making sure the operator knows how to use the projector.
3. Should a film break during use, do not attempt repairs yourself. Simply return the film to us with a note about the problem. If there is extensive damage due to operator carelessness, you may be asked to pay for replacement footage.
4. Please return the films as soon as you have finished using them. Failure to return films on time means that the next users will be disappointed.

We encourage you to use the film library as needed and to submit recommendations for future acquisitions to our collection.

Alan Schueler, Chief Consultant
Media Support Services
Division of Educational Media

* GLASS. 11 minutes, color

A brilliant documentary on the art of glassblowing, including scenes of ancient methods of blowing and modern mechanical processes. Synchronized with an effective jazz score.

Contemporary/McGraw Hill, 1958

HOW TO MAKE AND USE A DIORAMA. 20 minutes, color

Through several school situations, this film demonstrates the construction of the diorama framework and the preparation of its realistic miniature scenes, dioramas of a farm, a mountain scene, and a middle east village are shown in preparation, with suggestions on effective techniques and materials.

McGraw Hill

IMPRESSIONISM. 7 minutes, color

Presents paintings from art museums to show the unique qualities of impressionism. Explains simplification of form by comparative analysis, texture and heavily painted surfaces, generalization of objects, broken color techniques.

Bailey Film Associates, 1966

NON-OBJECTIVE ART. 8 minutes, color

Establishes what this style is and how it differs from other types of paintings. Points out non-objective things in nature. Explains the basic elements of line, shape, color. Shows uses of non-objective art in industrial design, unique interests of the creative painter, and outstanding examples of noted painters.

Bailey Film Associates, 1966

POSTER MAKING: PRINTING BY SILK SCREEN. 15 minutes, black and white

A step-by-step presentation of the process involved in silk screen printing. Every detail, from the design through the mounting of silk on a frame, taping, preliminary line drawing, paint mixing, photographic technique for lettering to produce three-color posters, is painstakingly treated.

Indiana University

SURREALISM. 7 minutes, color

We usually think of things being in certain places, but the surrealists take things out of their usual settings and rearrange them into situations that are unnatural and often weird. Paintings are sometimes made showing day and night, reflecting the space and time of the mind. Surrealistic symbols offer a quality of intrigue and mystery.

Bailey Film Associates, 1966

Behavior/Values

*ABOUT INSIDE/OUT. 30 minutes, color

This is an in-service film for teachers. Its central theme is the importance of seeing the child as a person with normal day-to-day social and emotional problems. The film also emphasizes the relationship of the teacher to the success of "Inside/Out." In addition, it demonstrates such activities as role-playing, socio-dramas, and visual communications as possible catalysts for spontaneous classroom interaction.

AIT, 1974

*ACT II - LINDSEY (One To Grow On Series). 17 minutes, color

Focuses on a student's home and classroom environment. Stresses that family pressures, peer pressures, unmet emotional needs, and teaching style all play important roles in influencing her behavior.

NAVC, 1975

ADVENTURES OF AN ASTERISK, THE. 10 minutes, color

Man, represented by the asterisk symbol, *, is introduced in this sprightly animated film as a baby enjoying the sights of the world about him. As he grows, his ability to see and enjoy life is reduced until he becomes an adult who is unable to react freely in his world. On the birth of his child, he is able to once again discover the world.

Contemporary Films, 1969

*BE AN EFFECTIVE TEACHER, PARTS I AND II. 55 minutes, color

This film was developed as a companion approach to parent effectiveness training (PET) by Dr. Thomas Gordon. The teacher effectiveness training approach (TET) provides a sound basis for promoting a powerful learning environment in the classroom. In reel one, role-play demonstrations are utilized to portray the TET approach in action through the application of active listening when the child has the problem and "I" messages when the teacher has a problem. In reel two, conflict resolution skills are presented and Dr. Gordon discusses the origins and underlying philosophy of the central concepts as well as the techniques of implementation.

American Personnel & Guidance Associates, 1974

*BUSINESS, BEHAVIORISM & THE BOTTOM LINE. 23 minutes, color

In Elizabeth Hall's opening interview with Dr. Skinner, he defines his terms: behaviorism, operant conditioning, reinforcement, and shaping. These terms and concepts are then interpreted and applied systematically in an industrial setting by Edward Feeney, Vice President, System Performance, Emery Air Freight. Using actual examples, the film demonstrates what can be done to modify behavior for greater productivity.

CRM, 1975

*CHILD WHO CHEATS, A (Critical Moments in Teaching Series). 10 minutes, color

Kathy Ferguson's academic performance has always been "average." On an important geography test, however, her paper rates a 95% - the same grade given to the student who sits next to her. How should her teacher deal with this child whom she strongly suspects of cheating?

Holt, Rinehart, Winston, 1971

*CIPHER IN THE SNOW. 24 minutes, color

Describes the importance of concern for the needs of every child. Tells about a young student whom no one thought was important and the events following his sudden death.

Brigham Young University, 1973

*COMMUNICATION: THE NONVERBAL AGENDA. 30 minutes, color

There is a whole spectrum of nonverbal behavior, including tone of voice, posture, facial expression, gestures, use of space, eye contact, and body movement that act to reinforce or contradict the verbal message. It is axiomatic that a good leader or manager must be a good communicator - both verbally and nonverbally. Examples in this film make the point perfectly.

CRM, 1975

*DAY THE INSECTS TOOK OVER, THE (Critical Moments in Teaching Series). 10 minutes, color

A lesson on insect classification turns into a lively classroom discussion about household insecticides, atomic radiation and intellect among insects. How can the teacher best restore order and reclaim his students' now-divided attention?

Holt, Rinehart, Winston, 1971

*DEALING WITH DISCIPLINE PROBLEMS. 29 minutes, color

Graphic documentary demonstration of proven techniques for handling many of the most recurring school discipline problems. A dozen different real-life situations, filmed on location at three of Dr. Glasser's model schools-without-failure, reveal how individual teachers apply success-concepts of Reality Therapy in everyday practice. Teachers themselves supply the commentary on what they are doing and why, often suggesting alternative ways of dealing with the situation.

Media Five, 1975

* GROUP DYNAMICS: "GROUPTHINK". 22 minutes, color

This film illustrates and discusses the eight symptoms of "groupthink": the illusion of invulnerability, shared stereotypes of the enemy, rationalization, the illusion of morality, self-censorship, the illusion of unanimity, direct pressure on the deviant member, and mind guarding - a device to protect the group from dissenting opinions. The film makes it clear that the elements of group dynamics that tend to lead to "groupthink" are applicable to any cohesive group.

CRM, 1973

* I WALK AWAY IN THE RAIN (Critical Moments in Teaching Series). 11 minutes, color

Why should Tom waste his time trying to live up to his teacher's expectations, he asks his biology teacher, Mrs. Lewis, when he is really much more interested in his guitar, his boat and his friends. How can Mrs. Lewis interest Tom in doing more than just "getting by" in school?

Holt, Rinehart, Winston, 1971

*IMAGE IN A MIRROR (Critical Moments in Teaching Series). 8 1/2 minutes, color

Carol goes through visible agony during tests and is always convinced that she is going to fail. Her excellent report cards do nothing to allay her fears. What can Miss Blair do to help Carol gain self-confidence?

Holt, Rinehart, Winston, 1971

*JOSHUA IN A BOX. 5 minutes, color

Designed to promote creative and critical thinking, this non-narrated animated film deals with man's needs, emotions and values. The symbolic significance of the provocative ending will stimulate many open-ended questions and discussions.

Stephen Bosustow Productions, 1971

*KOESTLER ON CREATIVITY. 40 minutes, color

Arthur Koestler talks about his goals in writing this film which investigates some of the processes underlying the creative act. Highly original visuals accompany the verbal presentation, lending both insight and force to the ideas expressed.

Time-Life Multimedia, 1972

* LEADERSHIP: STYLE OR CIRCUMSTANCE? 27 minutes, color

Who becomes a leader? Why? What makes one leader more effective than another? And how can we - as people who daily have to depend on leadership - insure that those individuals who do become our leaders will, in fact, be the most effective ones? Industrial and social psychologists have differentiated leaders by what motivates their behavior. University of Washington psychologist Dr. Fred E. Fiedler has separated leadership into two broad categories: relationship oriented and task-oriented.

CRM, 1975

MOTIVATION THEORY FOR TEACHERS. 28 minutes, black and white

How to get Johnny's intellectual motor started - a discussion of the six variables subject to control by the teacher, which influence motivation theory in daily classroom practice. After viewing, a teacher should be able to apply motivation theory in daily classroom practice.

Special Purpose Films

* ONE TO GROW ON (Prologue) (One To Grow On Series). 10 minutes, color

Uses clips from each of the films in the ONE TO GROW ON series and establishes goals and expectations for the audience.

USNIMH, 1973

* PRETTY GOOD CLASS FOR A MONDAY, A (One To Grow On Series). 26 minutes, color

Documents a study of three uniquely different high school students in a single history class. Shows one's participation in the class with his own special set of motives, needs, and values. Provides room for discussion and for exploring a variety of behaviors in the classroom.

USNIMH, 1973

* PRODUCTIVITY & THE SELF-FULFILLING PROPHECY: THE PYGMALION EFFECT. 31 minutes, color

People may have an extraordinary influence on each other - the effects of which they are often unaware. Psychologists, and other social scientists, have demonstrated that the power of expectation alone can influence the behavior of others. This phenomenon - called the self-fulfilling prophecy or the Pygmalion Effect - has recently been found to have vital implications for organizational, as well as individual, behavior. The film combines a variety of techniques - interviews with authorities, colorful animation, and live-action scenes in organizational settings - to present both the theory and practical applications of the Pygmalion Effect to the issues and concerns of modern management.

CRM, 1975

* REACH OUT. 15 minutes, color

Explores the concept of opening the mind to accept new sights, new sounds and new people to counteract the urge to settle for the comfort of the familiar.

FilmFair Communications, 1971

REINFORCEMENT THEORY FOR TEACHERS. 28 minutes, black and white

How to increase behavior that advances learning and how to eliminate undesirable behavior - a discussion of positive reinforcement, negative reinforcement, extinction, and schedule of reinforcement. After viewing, a teacher should understand the theory behind reward and punishment and be able to apply reinforcement theory efficiently in daily teaching.

Special Purpose Films

RETENTION THEORY FOR TEACHERS. 28 minutes, black and white

How to eliminate much of the "fall out" from "I don't remember," a discussion of the factors that make remembering more probable. After viewing, a teacher should be able to incorporate these factors in daily teaching to increase the long-term economy and effectiveness of learning.

Special Purpose Films

RETENTION THEORY: BUT HE'S NOT AN ORDINARY CHILD. 28 minutes, black and white

This film is designed to stimulate viewers to analyze approaches to parent-teacher problems and to suggest more effective ways of dealing with them. The "actors" are school personnel who have experienced such problems in conference themselves. In the presentation of the problems, the film is made so that it may be stopped for discussion by the viewers.

Special Purpose Films

RETENTION THEORY: I DON'T WANT TO QUESTION YOUR PROGRAM, BUT. 28 minutes, black and white

This film does not give any pat answers to describe techniques. It is designed to stimulate viewers to analyze approaches to parent-teacher problems and to suggest more effective ways of dealing with them. The "actors" are school personnel who have experienced such problems in conference themselves.

Special Purpose Films

RETENTION THEORY: I WANT TO TALK RIGHT NOW. 28 minutes, black and white

This film is designed to stimulate viewers to analyze approaches to parent-teacher problems and to suggest more effective ways of dealing with them. The "actors" are school personnel who have experienced such problems in conference themselves.

Special Purpose Films

* SARAH (One To Grow On Series). 10 minutes, color

Portrays a critical incident which revolves around confidential information between a student and teacher. Leads to a triangular conflict among student, teacher and counselor with important decisions and consequences confronting each.

USNIMH, 1973

* SOME COURSES DON'T COUNT (Critical Moments in Teaching Series). 9 1/2 minutes, color

Chris's advisor suggests it would be good to take another math course as his final elective in order to gain a stronger academic foundation for college. Chris would prefer a shop course and asks a teacher, Mr. Pinelli, to help him decide. What should Mr. Pinelli advise?

Holt, Rinehart, Winston, 1971

* TCHOU-TCHOU. 15 minutes, color

Done in an unusual style of animation, this film presents a difficult situation two children face and develops their process of problem-solving. With undertones of archetypal significance, it explores modes of creativity and solutions to "problem" behavior. Tchou-Tchou is one of the most engaging films of its type available.

Encyclopaedia Britannica, 1975

* TEACHERS' CONCERNS ABOUT USING 'INSIDE/OUT'. 15 minutes, color

Dr. Moisy Shopper informally speaks to teachers about appropriate ways of handling the more difficult discussions that may result from viewing "In My Memory," "Breakup," and "I Dare You." The assumption is made that teachers who see this film are familiar with Inside/Out and have already used it in their classes. Dr. Shopper also assumes that teachers use the Teacher's Guide and perhaps have had prior training in the use of the series. The film, then, builds upon prior training and experience and provides information and guidance beyond what is normally available to teachers.

AIT, 1975

* TENSE: IMPERFECT (Critical Moments in Teaching Series). 12 minutes, color

Miss Burns teaches "culturally deprived" students. However, she finds herself constantly criticizing her students' lack of initiative. When one of them reaches out to her for help, she makes him the scapegoat for all her frustration and finally loses her self-control. Is there anything she can do to establish a positive atmosphere in the class?

Holt, Rinehart, Winston, 1971

* TRANSACTIONAL ANALYSIS. 31 minutes, color

The TA approach has recently gained wide attention for its successful applications to the problems of modern management. As our film shows, part of its popularity lies in the fact that TA has a twofold value: it offers an easily understood theory of individual and group behavior and a practical blueprint for change. Once its easily understood concepts are defined, every supervisor can learn to use TA to minimize "game playing," increase motivation, and put his own organizational and private life into perspective.

CRM, 1975

* UP IS DOWN. 6 minutes, color

Presents through animation a direct treatment of some of the most central themes of intolerance, conformity and the generation gap.

Pyramid Films, 1970

* WALLS (Critical Moments in Teaching Series). 10 minutes, color

A sensitive young teacher has tried to expose his high school class to the type of independent study it will be expected to do in college. All the students have failed to pursue the assignments on their own. Is there any way he can make them respond?

Holt, Rinehart, Winston, 1971

* WHO DID WHAT TO WHOM. 20 minutes, color

This film is designed to give practice in recognizing basic behavior principles as they manifest themselves in typical situations involving interaction between two or more people. Except for an opening and closing scene, the film consists of a series of forty short scenes, each depicting one of the four principles in action. Each of these forty scenes is followed by five seconds of black leader so that the projector may be stopped and the scene discussed.

Research Press, 1973

* WOMEN IN MANAGEMENT: THREAT OR OPPORTUNITY?. 29 minutes, color

This film examines the effects of the women's liberation movement in several different organizations, and then shows the many ways - both good and bad - that leaders and managers are dealing with the situation. Ultimately, the effect of this film is to acquaint the viewer with the full range of responses that can be made to this new challenge and to show how, once a supervisor can sort out substance from stereotype, the reality of women in managerial positions can offer some real opportunities for social and organization improvement.

CRM, 1975

Early Childhood

BRITISH INFANT SCHOOL - SOUTHERN STYLE. 30 minutes, color

This film was made at East Harper School at Lenoir, North Carolina, and in Kiddlington County Infants' School at Oxfordshire, England. It gives viewers a general introduction to informal education, the integrated day, vertical groupings, problem solving strategies, and other features of the new British infant or primary schools.

Prometheon Films South, 1972

CLEANUP (The Kindergarten Child, Part I Series). 4 minutes, black and white

This film shows a portion of a kindergarten day which illustrates the important values gained by cooperative cleanup activities.

Massachusetts Department of Education, 1969

DISCUSSION (The Kindergarten Child, Part I Series). 6 minutes, black and white

This film shows a portion of a kindergarten day which illustrates how items of interest can stimulate meaningful discussions in young learners.

Massachusetts Department of Education, 1969

*FIRST FRIENDS. 22 minutes, color

This film shows how a child becomes part of a group. Set in a pre-school, youngsters play together and reveal a wide range of feelings, attitudes, and behavior. Development is shown as related to changes of mind and body which lead to a sense of self-mastery and independence. Self-centered activity of the toddler is being replaced by social interaction - affection, aggressiveness, problem sharing. Both verbal and non-verbal communication are highlighted.

International Film Bureau, 1975

GROUP ACTIVITIES (The Kindergarten Child, Part I Series). 9 minutes, black and white

This film presents a portion of the kindergarten day which emphasizes the use of common household items as a vital part of the learning activities.

Massachusetts Department of Education, 1969

GUIDING BEHAVIOR. 20 minutes, black and white

The camera has captured a number of actual behavior situations that frequently trouble nursery school teachers. We are able to eavesdrop while teachers handle and mishandle familiar situations in which children approach chaos, teeter on the limits of safety and assert sturdy egos.

Churchill Films

I WANT TO BE READY. 8 1/2 minutes, color

The focus of this film is on daily living procedures as a means of developing coordination, concentration, and independence in young children. The procedures shown in the film have proven highly effective in aiding physical development and social emotional growth and in laying the foundations for later cognitive learning.

Newenhouse, 1970

KINDERGARTEN CHILD, THE, PART II. 39 minutes, black and white

This film consists of six separate episodes: Corn Talk, Activity Time, Birthday Girls, Cleanup and Corn Eating, Birds, Worms and Playground, Story and Close of Class. All of these parts are presented with emphasis on the learning activities, careful planning and the roles of a competent teacher.

Massachusetts Department of Education, 1969

LEARNING TO LEARN. 14 minutes, black and white

This documentary reveals how imaginative learning techniques can be used to instill children with the desire to learn. The children in the film are from an ethnically and socially mixed neighborhood. They range in age from 2 1/2 to 5 1/2 years, but they are never separated into age groups. The impact of the film derives, not from the sight of specific innovative techniques, but rather from the manner in which the childrens' activities are programmed into a cohesive whole in keeping with modern research findings, particularly Piaget's. What we see is joy in learning rooted in respect for social responsibility and self-discipline.

Newenhouse, 1970

* MONTESSORI. 21 minutes, color

Illustrates expansion of the Montessori core curriculum through application of principles of learning, of linguistic theory, of child development, of educational technology, and of cybernetic principles. These adaptations have resulted in a highly individualized program for the hearing impaired child with learning disabilities.

NAVC, 1975

MUSIC AND FREE PLAY (The Kindergarten Child, Part I Series). 5 minutes, black and white

This film shows a portion of a kindergarten day which incorporates free play and music into the learning activities of the children. The meaningfulness of the activities and the careful planning of the teachers are pointed out in this film.

Massachusetts Department of Education, 1969

ORGANIZING THE SCHOOL DAY (The Kindergarten Child, Part I Series). 4 minutes, black and white

This film presents a part of the kindergarten day and shows the results made possible through team planning by the teachers.

Massachusetts Department of Education, 1969

PLAYGROUND, THE (The Kindergarten Child, Part I Series). 8 minutes, black and white

This film shows a portion of a kindergarten day which illustrates the importance of vigorous physical activities. The role of the teacher is shown as a part of the group but also with the ability to control any disturbances.

Massachusetts Department of Education, 1969

PRIMARY EDUCATION IN ENGLAND. 17 minutes, color

A documentary on the provocative "family grouping" being used in the British Infant School, this film has many implications for the future of early childhood education in the United States. Scenes in this production negate some long-held notions about pre-school education. It supports the concept of nongraded schools by emphasizing the significance of nongraded education as an international innovation.

IDEA, 1971

THEY CAN DO IT. 35 minutes, black and white

Deals with 26 first graders in the Pastorius Public School in Philadelphia who have never been in school before. Starts with the second day of school, following the class on five visits throughout the year. From the early childhood education study of Education Development Center Series.

Education Development Center, 1970

WE BELONG TOGETHER HERE. 30 minutes, color

This film depicts the various components of the ESEA Title I new program and shows how they contribute to the intellectual, social and emotional development of children.

WTVI & ESEA Title I Staff, 1972

Education (General)

ADMINISTERING THE KUHLMAN-ANDERSON TEST. 17 minutes, black and white

Demonstrates how to administer the Kuhlman-Anderson Test "B" with a standardized framework which brings benefit to all participating pupils. The examiner reviews in detail the directions for administering each test.

Bailey Film Associates, 1966

* AN APPROACH TO INTERMEDIATE EDUCATION. 9 1/2 minutes, color

Filmed at Frazier Elementary School in Greensboro, this segment deals with philosophy of helping children ages 9-12 develop both academically and emotionally in the school setting. Educational techniques of open classroom, team teaching, and multi-age groupings are also examined.

Division of Educational Media, 1975

AN APPROACH TO SCHOOL SITE DEVELOPMENT. 19 minutes, color

On the principle that certain social and scientific understandings can best be taught beyond the walls of a school building, the film illustrates how to select a site with unique natural features that can be utilized to enrich the educational program. Next considered is site development: blending beauty and utility, developing an outdoor laboratory of plant and animal life, and involving children in this development. Finally, the value of the well-chosen school site to the total community is shown.

International Film Bureau, 1967

AND NO BELLS RING. 58 minutes, black and white

Shows the inter-relationship among large group instruction, small group discussion, independent study, and the teacher team. These basic ideas are seen in action and are candidly evaluated by students, teachers and administrators who have experienced them in several A.A.S.S.P. Commission-sponsored local experiments.

NEA, 1966

* BEHAVIORAL OBJECTIVES AND ACCOUNTABILITY (Making Behavioral Objectives More Meaningful Series). 30 minutes, black and white

In this excellent introductory film, Dr. Hunter discusses the importance of behavioral objectives for specifying learning outcomes, evaluating achievement and suggesting learning activities for students. She stresses that desirable objectives in creativity, critical thinking, attitudes and feelings can be stated behaviorally. The power of perceivable student behavior and specific content is made explicit. Behavioral objectives are demonstrated to be an essential tool of the successful creative teacher.

Special Purpose Films, 1973

CHANGE - TRAINING TEACHERS FOR INNOVATION. 26 minutes, color

One of the keys to effective change in education is meaningful involvement of the classroom teachers. This in-service training film employs two techniques that have been successfully used by industry in training personnel to think positively about new and different methods. A valuable resource for educators seeking better means of staff involvement, the film depicts teachers and administrators as they work toward solutions to problems in their school.

IDEA, 1971

CHILD WENT FORTH, A. 28 minutes, color & black and white

Shows how city schools can destroy or uplift children. Sequences filmed in Cleveland, Chicago, Baltimore, New York, New Haven and Berkeley. Key conclusion: much more money, devoted teachers, concerned parents and the physical facilities which encourage human growth and development can reverse the cycle of decay and despair that infects many schools in poor neighborhoods.

American Institute of Architects, 1970

* CLASSIFICATION. 16 minutes, color

Children are shown at several developmental stages responding to tasks which highlight different mental operations essential to classification such as multiple classification, class inclusion and hierachial classification.

Davidson Films, 1973

EXPERIMENT IN EXCELLENCE. 54 minutes, black and white

The subjects of this motion picture are the modern educational techniques now being adopted by schools through the country and the dedicated school teacher who can never be replaced by a teaching machine or device. Some of the new teaching methods examined in the film are: speed reading, the advanced placement program, language laboratories and team teaching. The film points up the part played by the classroom teacher in providing the individual attention so essential to each student in this era of brilliant, but impersonal, teaching techniques.

McGraw Hill

* FROM CRADLE TO CLASSROOM, PARTS I & II. 51 minutes, color

New processes can start the education of children as early as twelve or thirteen months. Viewers learn how the use of special teaching machines and instructional techniques can increase not only physical skills such as locomotion, but motivational, verbal, and conceptualizing abilities.

McGraw Hill, 1973

* GIVE ME INSTEAD A CATASTROPHE (Critical Moments in Teaching Series). 10 minutes, color

A student tests poorly and is unable to work under pressure. In such a situation, the teacher is tested. What corrective measures should be taken?

Bailey Film Associates, 1971

* I JUST WANTED TO LET YOU KNOW HOW WELL RHONDA IS DOING IN SCHOOL. 39 minutes, black and white

This film shows changes that occur in some school classrooms. It also shows, as an example of changes in decision-making patterns, how teachers in one school participate in hiring a new teacher and integrate her as a staff member. The film goes on to describe the growth of interest among principals and teachers in evaluating the changes they made, and several scenes depict their efforts to develop methods of self-evaluation.

IDEA, 1971

* I. Q. MYTH, THE (Parts I & II). 51 minutes, black and white

This film is an examination of the ways in which the I. Q. concept has been used and misused through the years. The film focuses on the question of exactly how much importance, if any, should be placed on the result of a single test of this nature. The test can often mean the difference between success or failure both in school and in adult life.

Carousel Films, 1975

* I TOLD 'EM EXACTLY HOW TO DO IT! 11 minutes, color

"The most engaging character to come from the Bosustow studios in a long time," Mit Mittle is a misguided communicator who thinks that the way to get people to do things is by telling 'em exactly how to do it. It's great fun and points out in an effective way what we need to do to get others to listen and cooperate. "Highly effective as the basis for a values program on person-to-person communications."

Stephen Bosustow Productions, 1975

* IDENTITY SOCIETY, THE. 28 minutes, color

This film features Dr. Glasser explaining the major cultural shift that is permanently affecting our lives and schools. He looks closely at today's students - why they seem so dramatically different and why many of them are restless and unresponsive when it comes to their education. If you have students who do not respond to classroom goals, you will find some helpful insights in this film.

Media Five, 1973

* INDIVIDUALS. 18 minutes, color

Depicts a teacher allowing some of her students to plan their own day's activities. Shows a teacher and her students talking about the classroom system and the goals they have set for themselves and their class.

NAVC, 1973

JUNIOR HIGH SCHOOL, THE: ITS EDUCATIONAL PROGRAM. 30 minutes, color

Portrays the nature of pre-adolescents and younger adolescents and the environmental conditions that affect them in the school situation. Examines the type of basic school program which meets their individual needs.

Stanton Films, 1969

JUNIOR HIGH SCHOOL, THE: RECENT DEVELOPMENTS. 30 minutes, color

Demonstrates the effects of new understandings about youth and new insights into learning on changes in instructional materials, equipment and facilities. Explores new teaching-learning methods such as use of simulation and gaming, programmed materials, computer-assisted instruction and nongraded continuous progress programs.

Stanton Films, 1969

* JUST A SIMPLE MISUNDERSTANDING (Critical Moments in Teaching Series). 11 minutes, color

A student unthinkingly credits his teacher's comments on the thoughts of famous writers as being doubtlessly true. The anxious parents demand a revision of the curriculum. What should the teacher do?

Bailey Film Associates, 1971

* LEARNING STRATEGIES. 11 minutes, color

Documents a school in Cleveland, Ohio, which helps students guide their own development. Emphasizes human values and human relations in the curriculum along with student tutorials, historical dramatizations, and student-principal discussions about the curriculum.

NAVC, 1973

LEARNING THROUGH INQUIRY. 22 minutes, color

The various scenes of this film illustrate how the teacher's function has changed from subject orientation to stimulating student interest and imagination through the use of the inquiry technique. The different sequences show the atmosphere of cooperation, instead of inequitable competition, which exists as students help and teach one another. These and other advantages of the inquiry approach are explained in this film.

IDEA, 1971

MAKE A MIGHTY REACH. 45 minutes, color

This film covers the ways in which schools can be improved in order to better the learning ability of students. Some of these are group discussions, the use of machines in learning, independent study, non-grading, team teaching, the bringing together of all the students in a city into one school, and flexible buildings that can be rapidly changed to meet the needs of the moment.

IDEA, 1967

* MATTER OF TRUST, A. 32 minutes, black and white

This film shows the difficulties that typically prevent decisions from being made by the appropriate school personnel. Examples include communities which did not trust school staffs to make educational decisions, the reluctance of principals to trust teachers to make instructional decisions, and the reluctance of teachers to trust children to make decisions.

IDEA, 1971

* NATIONAL COMMISSION ON THE REFORM OF SECONDARY EDUCATION. 40 minutes, color

This documentary follows the National Commission on the Reform of Secondary Education as it conducts deliberations and on-site investigations in various cities throughout the United States. This tightly edited, fast-moving film captures the spirit of the Commission and expresses the viewpoints of leading educators, government officials, and Commission members on the subject of high school reform. This film is extremely useful to those educators and citizens interested in the secondary school of tomorrow.

IDEA

NEW OPTIONS FOR LEARNING - URBAN EDUCATION. 22 minutes, color

This film portrays the philosophy and rationale which underlie a number of promising approaches to urban education. One approach shown in the film is the effort to make the city the curriculum and the campus, another is the flexibility of the private school. Still another is a learning center which is itself directed toward seeking new options for learning for children. Through dealing with programs in urban settings, the concepts with which the film deals have application to education everywhere.

IDEA, 1971

* OBJECTIVES IN THE AFFECTIVE DOMAIN (Making Behavioral Objectives More Meaningful Series). 30 minutes, color

With remarkable clarity, Dr. Hunter teaches the Krathwohl Taxonomy of Educational Objectives: Handbook II: Affective Domain. Levels of internalization of feelings, attitudes and appreciations are discussed in classroom terms. Using the taxonomy to teach appreciation of poetry and to develop desirable self-concept, examples of behavioral objectives for each level of this domain are developed in detail. In this film, Dr. Hunter shows how values and attitudes can become teachable objectives.

* OBJECTIVES IN THE COGNITIVE DOMAIN (Making Behavioral Objectives More Meaningful Series). 30 minutes, color

In clear and comprehensible language, Dr. Hunter teaches the six levels of Bloom's Taxonomy of Educational Objectives: Handbook I: Cognitive Domain. Classroom examples for each level are cited in several subject areas. The relationship of behavioral objectives to problem solving, critical thinking, and the higher cognitive processes is described. The importance of the taxonomy to individualization of instruction is demonstrated with examples of use in daily teaching.

Special Purpose Films, 1973

* ON YOUR OWN. 23 minutes, color

This film offers an overview of consumer education curriculum and the individual decision-making required in relevant consumer education studies.

FilmFair Communications, 1972

* OPEN CLASSROOM, THE. 29 minutes, color

A documentary study of various forms of open education in operation in several public schools (New York, Washington, California), featuring Professor Lillian Weber, a leading proponent of the open-classroom concept and director of CCNY's Workshop Center for Open Education. Charles Silberman, Herbert Kohl and six experienced open classroom teachers and administrators add their views on making the changeover to informal education.

Media Five, 1975

* PRESENT IS PROLOGUE, THE. 26 minutes, color

The fifty-year history of the National Association of Secondary School Principals is discussed and an ordinary work day of a school principal is dramatized. The administrative internship program, initiated in 1963, is described.

NEA

* REMARKABLE SCHOOLHOUSE, THE. 25 minutes, color

By visiting a few experimental projects, viewers see how educational methods in the future will shape the school of tomorrow. Revolutionary designs, creative games, personalized computers and closed circuit TV are some of the innovations observed. Other possibilities include resource centers, teachers working in teams, and classes without grades. Whatever the final approach, concludes Mr. Cronkite, the school of tomorrow has one vital aim - to give the student not only facts but also the ability to use them thoughtfully and creatively.

McGraw Hill, 1972

Educational Media

***ADVENTURES IN THE MEDIA CENTER. 19 minutes, color**

This film contrasts the traditional library with the more current concept of multi-media centers. Individual study is made possible here through the use of tape recorders, filmstrip viewers, and many other media. The media specialist can also assist students in group research which may result in exciting projects in the community. In the media center, students and teachers alike will find new techniques to approach old problems.

Cypress Films, 1973

AND SOMETHING MORE. 40 minutes, color

This film will introduce an adult audience to the services and activities of the exciting library program in the Sedgefield Elementary School of Charlotte, North Carolina. They will get a graphic idea of the interest it stimulates in teachers and students.

Guggenheim Productions

***ANIMATION GOES TO SCHOOL. 15 minutes, color**

Because of its unlimited possibilities in today's world of multi-media learning and the increasing student interest in filmmaking, animation has come into the classroom as a teaching tool. We see how and why film animation is used at school and learn about such principles as planning the single-concept film, preparation of the photographic subject, and animation photography with the Oxberry animation stand. Techniques of instructional animation are also presented.

McGraw Hill, 1968

CHARTS FOR CREATIVE LEARNING. 11 minutes, color

Shows how charts can be made from a variety of materials, can be hung or supported by a number of devices and can be designed with many kinds of ink, paints, crayons, lettering sets and pictures. Demonstrates methods of planning and making charts, then shows numerous situations in elementary and secondary classrooms where charts are used.

Bailey Film Associates, 1966

CHILDREN LEARN FROM FILMSTRIPS. 16 minutes, color

Illustrates effective uses of a filmstrip in actual classroom situations and suggests many imaginative ways in which to use them.

McGraw Hill, 1966

CHOOSING A CLASSROOM FILM. 18 minutes, color

The specific purposes for which educational films are produced and the selectivity which the teacher should exercise in choosing the most appropriate films to meet his goals for the class are demonstrated through the use of a wide selection of recently produced films.

McGraw Hill, 1966

COMMUNICATION CONFERENCE. 31 minutes, black and white

This film gives illuminating insights on the nature of communication, how it differs from other social interactions, the social implications of a widespread communication network in most modern societies, the inadequacy of language as a vehicle of communication, and the unintended and expressive meanings of messages that must accompany intended communications.

Ohio State University, 1967

COMMUNICATION REVOLUTION, THE. 21 minutes, black and white

This film presents Edgar Dale, Marshall McLuhan, Gilbert Seldes, and I. Keith Tyler in a discussion of the impact of newer communications media on western civilization. Many provocative questions are raised, and the insightful points of view should provide a springboard for discussion.

Ohio State University, 1967

CREATING INSTRUCTIONAL MATERIALS. 15 minutes, color

Shows how creation of instructional materials in the classroom contributes significantly to the student's learning experience.

McGraw Hill, 1966

DRY MOUNTING INSTRUCTIONAL TECHNIQUES.

A series of 5 films which may be used collectively or separately. Included in the series are:

Basic Techniques. 5 minutes, color

This film gives in detail the directions for basic dry mounting of materials.

Cloth Backing. 5 minutes, color

When a sturdy, pliable backing is needed, cloth is best. This film gives the details in cloth backing materials and discusses making booklets using chartex.

Display & Use. 8 minutes, color

This film explains what dry mounting is and shows different ways in which to display dry mounted materials.

Laminating & Lifting. 5 minutes, color

This film gives detailed directions for laminating pictures and simple methods for lifting the transparency and mounting it for showing.

Special Techniques. 5 minutes, color

This film shows how to laminate unusually large items or delicate materials, such as leaves. Putting borders of chartex on pictures to prolong them is also demonstrated.

Iowa State University, 1967

* EYE HEARS, THE EAR SEES, THE. 59 minutes, color

Explores the cinematic art of Norman McLaren whose fascination with animation has led him to create a series of unique, whimsical, and beautiful films.

International Film Bureau, 1971

FILM SPLICING WITH THE GRISWOLD AND HARWALD SPLICER. 8 minutes, color

This film is designed for showing to personnel in film libraries, individual schools, or wherever splicing is done. Animated diagrams show the composition of 16mm sound film and the function of film cement. Demonstrated are the handling of film in the projector and on the rewinds, determining when splicing is necessary, finding the emulsion side, etc.

Bailey Film Associates, 1966

GET THE PICTURE. 12 minutes, color

This film includes several demonstrations of television receiver problems. The total effort of a highly skilled, professional communications team is lost if the receiver cannot adequately interpret the effect of this effort.

Project ASERT, 1971

HOW TO USE A CLASSROOM FILM. 15 minutes, color

Introduces the basic principles leading to the most effective presentation and utilization of a classroom film, illustrating such points as methods of choosing and reserving a film, previewing, preparing the class, and initiating follow-up discussion.

McGraw Hill, 1966

INFORMATION EXPLOSION, THE. 34 minutes, black and white w/color

This film suggests the spirit of the revolution in communication that has made it possible for any information, verbal and pictorial, to be stored, duplicated, transferred or transformed, distributed, and received over distances and with speeds unimagined by the human mind a few decades ago.

Ohio State University, 1967

* LEARNING WITH TODAY'S MEDIA. 35 minutes, color

A lively documentary that defines and describes the role of the modern media center at elementary, junior high, senior high, and college levels. Four case studies, in different parts of the country, reveal some ways in which media centers may be equipped to serve classroom needs. Included are statements and observations from teachers, administrators, librarians and media specialists, pupils, parents and school board members - each offering his or her interpretation of the role and importance of the center.

Encyclopaedia Britannica

LET THEM LEARN. 28 minutes, color

An examination of the characteristics of educational films that make them significant teaching materials. Illustrates the ways a film can be used in a planned or spontaneous teaching situation.

Encyclopaedia Britannica, 1967

LETTERING INSTRUCTIONAL MATERIALS. 22 minutes, black and white

Indicates the types of letters and lettering devices which may be used to produce effective printing on such materials as charts, posters and bulletin boards.

Indiana University

LIVELY ART OF PICTURE BOOKS, THE. 57 minutes, color

Authors Robert McCloskey, Barbara Cooney, and Maurice Sendak tell something about how they work, how their books come about, and why they find children's books such an important and satisfying form of expression.

Weston Woods, 1966

* MEDIA CENTERS. 8 minutes, color

Filmed at Ravenscroft Middle School and Broughton High School, this segment examines the changes that have come about in K-12 education because of the many forms of media now available. Videotape, cassette recorders, microfiche, and Super 8 film loops are just some of the forms of media shown. This overview suggests many of the changes in the style of learning that will occur in North Carolina schools in the coming years.

Division of Educational Media, 1975

PERCEPTION & COMMUNICATION. 32 minutes, black and white w/color

This planetary film is a series of concrete examples of how human perceptions affect the communication process and the individual's concept of reality.

Ohio State University, 1967

PLEASURE IS MUTUAL, THE. 24 minutes, color

By watching and listening to portions of ten actual picture book programs, conducted by different people in a variety of settings, the audience has the chance to see the basic principles of effective picture book programs in operation. The narration points out the problems as well as the opportunities of enjoying with children the mutual pleasure that effective picture book programs offer.

Children's Book Council, 1967

PROCESS OF COMMUNICATION, THE. 45 minutes, black and white w/color

This film explores the process of communication beginning with an animated theoretical model, followed by asteroid sequences which progressively elaborate and illuminate the theory through illustrations drawn from communications networks in military, industrial, research, and teaching settings.

Ohio State University, 1967

PROJECT DISCOVERY: A DEMONSTRATION IN EDUCATION. 29 minutes, color

Project Discovery is a forward-looking school program in Shaker Heights, Ohio. The program has placed a motion picture projector and a filmstrip projector in each classroom. A film center has been added to the school library. Each teacher has a printed film guide on every film in the center. The students in the elementary school operate the projectors themselves sometimes. They are allowed to check out films and filmstrips just as they would books and take them home to show their families. They can use the film center before, during, and after school. When films become readily available to teachers, they change their attitude about the importance of films in the classroom.

Encyclopaedia Britannica, 1966

SELECTING AND USING READY-MADE MATERIALS. 17 minutes, color

A wide range of ready-made, commercially-produced instructional materials designed to meet the similar needs of large numbers of teachers and students all over the country is available today. This film illustrates how the teacher can bring imagination and professional artistry to the task of adapting these materials to the particular purposes or conditions pertinent to his group of students. A variety of these "finished product" instructional materials is shown being utilized in the classroom.

McGraw Hill, 1966

TEACHER AND TECHNOLOGY, THE. 49 minutes, black and white

The beginnings and history of the impact of technology on education is traced in the opening sequences of this film, followed by a series of pictorially documented programs which illustrates some of the ways in which technology is being used to meet the dual problem of masses of students and the need for individual instruction. Throughout, the implications for the role of the student, teachers, and school administrator are suggested, and the film ends with asteroids on how the school and the teacher of tomorrow might look based on working prototypes found in programs existent today.

Ohio State University, 1967

TELEVISION TECHNIQUES FOR TEACHERS. 30 minutes, color

This film shows an elementary teacher becoming interested in the use of instructional television, tells how he prepares himself, his classroom, and his students for this use. Emphasis is placed on the development of favorable student attitudes toward television instruction, the conduct of the teacher during the classroom viewing of a televised lesson, and the importance of classroom arrangement for good viewing conditions.

University of Nebraska

VISUAL AIDS: INSTRUCTIONAL TECHNIQUES. 27 minutes, color

This film is an imaginative and effective film that illustrates the role of visual materials in the classroom. It demonstrates to the teacher how to implement teaching through the medium of vision - how to supplement sound with sight - the verbal with the graphic. It gives clear and creative methods of utilizing audiovisual materials in any learning situation.

Modern Learning Aids

Exceptional Children

***ALL MY BUTTONS. 28 minutes, color**

This film illustrates a few contemporary problems associated with the normalization of developmentally disabled citizens, and it creates an atmosphere for discussion about local solutions to those problems.

H & H Enterprises, 1973

***EARLY RECOGNITION OF LEARNING DISABILITIES. 40 minutes, color**

This film is constructed around a mother's appeal to parents to face their children's disabilities and work to minimize the destructive effect of disabilities. A preschool girl's performance is analyzed in terms of her behavior, coordination, perception, and abstract thinking. A grade two boy is used as an example of lack of early diagnosis. Some remedial techniques are shown.

NAVC, 1973

***FUNCTIONAL TEACHING OF READING & WRITING. 23 minutes, color**

Illustrates methods of teaching reading and writing to young trainable mentally retarded youngsters. Filmed at Laradon Hall School for Exceptional Children in Denver, Colorado.

Perennial Education, 1973

***HE COMES FROM ANOTHER ROOM. 28 minutes, color**

Depicts a special program at the Hillside School in Needham, Massachusetts where children from special classes are integrated into a regular classroom. Conflicts between students and their new classroom environment are examined both in class and in conferences with outside professional advisors.

NAVC, 1974

***IF A BOY CAN'T LEARN. 28 minutes, color**

A documentary about 17 year old Mike, a high school senior, who suffers from what is termed "insufficiencies of brain function." He is of average intelligence and has good motor skills, but his ability to think in spatial terms is lacking, which makes it difficult for him to understand basic academic subjects or to remember very much. The camera follows Mike through different tests, which determine the nature of his disability, and various private and classroom situations designed to help him use his strengths to overcome his weaknesses. The greatest attraction of the film is in watching Mike's evident improvement, which results in his changing from an attitude of self-hatred through constant failure to a more positive self-image to increased progress.

Lawren Productions, 1972

* JIMMIE. 30 minutes, black and white

Educational evaluation of a boy, age six, with severe visual and auditory impairment by Else Haeusserman.

Newsfilm, U.S.A., 1974

* JULIA (Critical Moments in Teaching Series). 10 minutes, color

Julia, a naturally retiring child, becomes more and more withdrawn in class. The school psychologist tests her and finds she has a hearing impairment. He recommends keeping Julia in her present class. What steps should Miss Dawson take to help her?

Bailey Film Associates, 1971

* JUST FOR THE FUN OF IT. 19 minutes, color

The film presents a series of physical activities for mentally handicapped children, ranging from the most simple to the most complex. Shows what can be taught and accomplished with these children in the area of physical motor activities. The children range in age from 5 years to 21 years. Mental age and physical maturity is of lesser degree, falling in capability span of from 2 years up to 10 or 12 years of age. These activities and ideas can make a physical education program more meaningful and important.

AIMS, 1974

* KEVIN. 30 minutes, black and white

Educational evaluation of an athetoid cerebral palsied youngster, age 4, by Else Haeusserman.

Newsfilm, U.S.A., 1974

* MADISON SCHOOL PLAN, THE. 18 minutes, color

Describes an innovative learning center concept providing for the education of exceptional children in a setting allowing the free flow of children between the regular classes and the specialized faculty (learning center). Shows the elimination of traditional disability grouping for all but administrative purposes and illustrates an instructional program linked to a continuous assessment of those educational variables which operate to hinder the performance of the exceptional child in the regular classroom.

AIMS, 1972

* MILLICENT. 30 minutes, black and white

Educational evaluation of a hyperactive, distractable, mentally retarded 4 year old by Else Haeusserman.

Newsfilm, U.S.A., 1974

* OLD ENOUGH BUT NOT READY. 28 minutes, black and white

This film focuses on specific difficulties a child with a learning disability is apt to encounter in a regular school setting. It offers some general advice for parents and teachers on how to approach the problem.

McGraw Hill, 1972

* PROMISE OF PLAY. 22 minutes, color

With the help of a Title VI grant, the Palo Alto Unified School District designed a program offering children with mild or severe orthopedic handicaps a chance to develop skills in games and physical activities. Two major goals of the program are to help the handicapped children experience the same pleasures and benefits that other children derive from physical education and to offer them new avenues for social development. The Palo Alto program includes children from nursery school age through the secondary level.

Bradley Wright Films, 1974

* SANTA MONICA PROJECT, THE. 28 minutes, color

This film shows educational procedures in public school class for emotionally disturbed children, ages 6-15. Describes hierarchy of educational goals, means of promoting attention and response. Emphasizes routine, learning to understand environment, mastering academic skills, and utilizing commercially available materials.

AIMS, 1971

* TESTING MULTIPLY HANDICAPPED CHILDREN. 30 minutes, black and white

Educational evaluation of three young children by Else Haeusserman.

Newsfilm, U.S.A., 1974

* TOTAL COMMUNICATION. 15 minutes, color

This film explains and demonstrates total communication. It shows a preschool class of deaf children, and there are interviews with parents of young deaf children, also a narration by Dr. David Denton giving the rationale for total communication.

Western Maryland College, 1974

VISUAL PERCEPTION & FAILURE TO LEARN. 20 minutes, black and white

Many children in nursery school, kindergarten and primary grades show difficulties in learning, in adjusting, or both. The film illustrates one of the frequently unrecognized causes - a disability in visual perception. Its effect upon learning is demonstrated as children with varying perceptual problems attempt to perform school tasks. These disabilities are explained and identified using the Marianne Frostig Development Test of Visual Perception.

Churchill Films

Guidance

ADVENTURES IN CAREERS. 29 minutes, color

This film presents the experimental 8th grade Occupational Education Laboratory as conducted by the Occupational Education Department of Charlotte/Mecklenburg Schools system. This film illustrates very graphically the goals of the occupational laboratory which are to: (1) provide students with assistance for appraisal of their own abilities, potentials, interests and needs, (2) explore occupational trends, and (3) provide an occupational exploratory laboratory with an opportunity for "hands on" experiences utilizing current equipment.

Charlotte/Mecklenburg Occupational Staff, 1971

CAREER EDUCATION. 21 minutes, color

Provides information on the need for restructuring the total educational system to make it relevant in meeting today's needs and the needs of the future. Public education must be focused around the theme of career development in order to achieve this goal.

NAVC, 1973

*CAREER EDUCATION IN GEORGIA. 28 minutes, color

The film illustrates career education as distinct from vocational education as a method by which subjects such as English, Math, Science, History, etc. are presented in a career context. It attempts to bridge the gap between the working world and the school experience and helps the student to find his own skills, abilities, and attitudes so that he may understand himself fully.

Southern Film Laboratory, 1973

Health and Physical Education

* ABSENT LINK. 20 minutes, color

This film depicts the need for teacher trainers at the high school level. It follows the injured athlete from the time he is injured, through the period of rehabilitation and back into participation. It shows the work of a trainer and how a person can become a trainer.

Kendall Sports Division, 1973

BUILDING CHILDREN'S PERSONALITIES WITH CREATIVE DANCING. 30 minutes, color

Dancing is not merely a form of creative expression but is an excellent means of personal development for children. Gertrude Knight, the artist-teacher whose amazing work with children and adults has gained national recognition, brings a group of children through the initial periods of embarrassment and tension to a rhythmic point of expressive ability.

Bailey Film Associates, 1966

CAREERS IN PHYSICAL EDUCATION. 27 minutes, color

Highlights the most interesting aspects of a career in physical education. Makes a logical case for increased emphasis on physical education and points out the ever growing need for trained educators in the field.

Atlas Film Corporation

* CHANGING PHYSICAL EDUCATION K-3, THE. 8 minutes, color

Filmed at St. Clair Elementary School in the Sanford-Lee School System, this segment examines the components of the K-3 movement education program that is being instituted in many North Carolina schools.

Division of Educational Media, 1975

* CHANGING PHYSICAL EDUCATION 4-6, THE. 8 minutes, color

Filmed at Swift Creek Elementary School in Wake County, the segment examines the 4-6 movement education program. Programs I and II combined show the continuation of skills from the primary level to the intermediate level and the increase in abilities of the students.

Division of Educational Media, 1975

* EMERGENCY! DO YOU HAVE A PLAN?. 7 1/2 minutes, color

Filmed at Carroll Junior High School in Raleigh, the segment dramatizes the need for a planned procedure for the entire school in case of an accident or injury on the school campus.

Division of Educational Media, 1975

EVALUATING PHYSICAL ABILITIES. 16 minutes, color

Shows a series of simple performance tests which may be used to evaluate a child's growth in qualities of strength, speed, endurance, coordination, flexibility and agility. Events recommended are based on the child's natural activities - running, jumping, climbing.

The Athletic Institute, 1966

FLABBY AMERICAN, THE. 28 minutes, black and white

Stresses the importance of physical fitness and regular exercise as a means of achieving such fitness. The conclusions presented are that the child needs more exercise at home and better programs in school, that youths need a yardstick to check their performance, and that somehow the adult must replace activity taken out of his life.

McGraw Hill, 1966

* GOAL TO GO. 28 minutes, color

Players, coaches and officials will gain a better understanding of the rules and a keener appreciation of football as played at the interscholastic and intercollegiate levels. Filmed in color and utilizing special visual effects, this film portrays a panorama of football play situations in a manner easily understood by player or parent, coach or official.

National Federation of State High School Associations

GUIDED EXPLORATION (Movement Education in Physical Education Series). 8 minutes, black and white

The actual teaching techniques used as children explore with hoops, jump ropes and balls are highlighted in this demonstration film.

Iowa State University

GYMNASTICS FOR GIRLS. 30 minutes, color

Olympic gymnast Muriel Grossfeld narrates, performs, and demonstrates beginning skills in this training film. The film shows Mrs. Grossfeld performing her competitive floor exercise, balance beam, and uneven bar routines, and demonstrates beginning progressions on balance beam and uneven parallel bars.

Association Films

*HEALTH OCCUPATIONS. 9 minutes, color

Filmed at Roanoke Rapids High School and Halifax Memorial Hospital in Halifax County, the segment examines the Occupational Education program of Health Occupations that is available in more than one hundred North Carolina schools. The program is helping students make experience-based decisions about possible careers in the health fields.

Division of Educational Media, 1975

MOVEMENT EDUCATION IN PHYSICAL EDUCATION (Movement Education in Physical Education Series). 17 minutes, black and white

This film shows that skills for every day activities - for work, play or emergencies - can be effective, efficient and expressive if based on movement principles. Emphasis is placed on presenting movement patterns to children in the first grades and continuing to relate these patterns to their play activities during each class period and each year throughout the elementary grades.

Iowa State University, 1966

PROBLEM SOLVING TECHNIQUES (Movement Education in Physical Education Series). 12 minutes, black and white

Fifth graders develop a dance using simple steps and music. The teaching technique presented, with its four steps, is that of problem solving, a method widely used in movement education lessons for elementary school children. The emphasis is on the teaching technique rather than on the finished dance product.

Iowa State University

READINESS: THE FOURTH R. 18 minutes, color

Dramatizes the place of physical education in the space age school curriculum. This new, highly important film features astronaut John Glenn.

The Athletic Institute, 1966

TIME AND SPACE AWARENESS (Movement Education in Physical Education Series).
8 minutes, black and white

This demonstration film presents a sample lesson using two of the components of movement, time and space, as movement emphasis. These components are then transferred to a game situation.

Iowa State University

VIGOROUS ACTIVITIES IN PHYSICAL EDUCATION. 13 minutes, black and white

Shows how to get maximum participation in the physical activity period through proper use of time, equipment and facilities. Illustrates conditioning activities.

The Athletic Institute

VOLLEYBALL, U. S. A.. 16 minutes, black and white

The origins of the game and the many skills involved in both recreational play and top level competition are dealt with in this film. The instructional portion of the film graphically portrays the fundamentals and basic skills of the game with slow motion and stop-action photography.

Association Films, 1966

Innovative Practices

AUDIOTUTORIAL SYSTEM - AN INDEPENDENT STUDY APPROACH, THE. 25 minutes, color

Illustrates the teaching methods of Dr. S. N. Postlewait, developed for an introductory course in botany at Purdue University. Emphasis is placed on the individualized approach and the materials produced to be used. Many of the present day concepts of individualized instruction are shown in use in this film.

Purdue University, 1968

CAN INDIVIDUALIZATION WORK IN YOUR SCHOOL SYSTEM? 41 minutes, black and white

Dr. John Goodlad presents evidence to indicate that no other approach to childhood education will work so well. He first analyzes some of the individual differences among learners that make personalized instruction necessary. His lecture then goes into the kinds of changes in school organization, curriculum, and methods of teaching that may be required in your school system to provide individual instruction for each child in a group situation.

Special Purpose Films

CHARLIE AND THE GOLDEN HAMSTER (THE NONGRADED ELEMENTARY SCHOOL). 13 minutes, color

Guiding concepts of a nongraded elementary school are explained in this production. Importance of the individual child with his particular learning style is dramatically portrayed throughout the film. The nongraded concept reinforces the natural curiosity inherent in all young children. The film points out that it is not a matter of whether a child is ready for school. On the contrary, it is a matter of the school being ready to teach the child whatever he is ready to learn. Schools practicing or considering a nongraded program will find in this film many useful ideas which can be incorporated into their program. The film is based on the University Elementary School at UCLA, directed by Dr. John Goodlad.

IDEA, 1971

CONTINUOUS PROGRESS LEARNING. 22 minutes, color

This film covers the transition of a graded program into a continuous progress system which carries the students up a spiral curriculum through the first 12 years of education. It actually shows the steps involved in moving a graded school toward a continuous progress plan. School systems that have already nongraded their curriculum or are considering doing so will find this film of particular interest in moving toward this form of education.

IDEA, 1971

HOW CAN CURRICULUM FOR INDIVIDUALISTIC EDUCATION BE DETERMINED? 35 minutes,
black and white

Dr. John Goodlad summarizes the major aspects of current curriculum reform in the United States, with emphasis on personalized instruction. He ties together the meaningful relationship of academic content, teaching skills, school organization and individual differences of learners.

Special Purpose Films, 1966

HOW CAN YOU APPLY TEAM TEACHING AND NONGRADING IN YOUR SCHOOL? 35 minutes,
black and white

Dr. Madeline Hunter outlines the kinds of divisions which principal and teacher must make to apply team teaching and nongrading to the classroom. Variables of teaching style and peer group composition are dealt with as they affect placement of students in instructional groups. Concrete examples are discussed to relate theory to practical classroom application.

Special Purpose Films, 1966

HOW CAN YOU MAKE INDIVIDUALIZATION WORK IN YOUR SCHOOL SYSTEM? 35 minutes, black and white

Madeline Hunter separates the learning factors which your school can control from those which it cannot. She then gives specific examples of how the controllable factors may be used to meet the learning needs of the individual student in terms of appropriate content, assignments, and teaching methods. All of the examples are premised on the use of your existing teaching staff without adding personnel.

Special Purpose Films, 1966

TEAM TEACHING IN THE ELEMENTARY SCHOOL. 22 minutes, color

This film, narrated by the principal of an innovative, open plan elementary school, is useful for introducing the exciting approach to teaching through the use of teams. Increased planning activities of teachers and their collective efforts in instructing young children were captured when cameras focused on a teaching team during a regular school day at Ernestine Matzke Elementary School in Cypress, Texas

IDEA, 1970

TEAMS FOR LEARNING. 27 minutes, black and white

Assists the teacher or teacher aide teams so that administrators, supervisors, teachers, auxiliaries, parents and students may more effectively meet the student's individual learning needs. Illustrates some of the issues which may arise when persons with different capabilities and backgrounds function as a team.

NAVC, 1969

*THEORY INTO PRACTICE. 29 minutes, color

A documentary look at individualized instruction as practiced at University Elementary School on the campus of UCLA, with commentary by Dr. Madeline Hunter, principal of U.E.S. and creator of the program. Also included are sequences filmed at an inner city school where the theories and techniques are being field-tested.

Media Five, 1975

WHY ARE TEAM TEACHING AND NONGRADING IMPORTANT? 49 minutes, black and white

Are these just educational gimmicks? Dr. John Goodlad advances the theories and reasoning behind team teaching and nongrading and explains how these methods help to bridge the gap between the problems of school organization and individual learning differences.

Special Purpose Films, 1966

Language Arts

ANALYZING READING ACHIEVEMENT (Teaching Reading in Secondary Schools Series).
20 minutes, black and white

A social studies teacher compares standardized test scores with results from an informal test of reading skills related to her subject. She then plans instruction which takes into account her students' reading abilities.

Syracuse University, 1966

* BEGINNING, THE. 5 minutes, color

This film is about the role of the innovator, the creative person who dares to do that which others are afraid of or think is unnecessary or impossible. Ridicule, scepticism and a host of other values problems flow from discussions of this fine film.

Stephen Bosustow Productions, 1975

* BUILDING BELIEF, PART I. 28 minutes, color

Dorothy Heathcote's objective here is to encourage an understanding of the words, "A nation is as strong as the spirit of the people who make it." She and the children share their first day in a hard and barren land, each identifying with a particular settler, moving rocks to make a shelter from the wind. Together they question, list strengths, share their "memories." Developing these memories into a chronicle broadens scope and lifts diction in the writing of their history.

Northwestern University

* BUILDING BELIEF, PART II. 29 minutes, color

Continuing her work with the same group of youngsters, Dorothy Heathcote poses three moral dilemmas, using drama to breed focus and feeling. First, she abdicates leadership role, leaving the group on their own to divide up the land. Next, assuming the role of an angry old woman hurt because they have left her no place to live, she pushes them to take account of the community's elderly. Finally, she asks them to face squarely the death of a young man who has been mauled by a mountain lion.

Northwestern University

* BUILDING ON WHAT CHILDREN KNOW (Teaching Children To Read Series). 29 minutes, color

Herbert Kohl, Jerry Schmidt, Dorothy Strickland and others discuss ways teachers can take advantage of the rich language background virtually every beginning reader brings to the classroom. Extensive documentary footage illustrates how teachers can take advantage of this by being receptive to what these learning experiences are, encouraging verbal expression of them, and using children's own vocabulary as a key means of making language instruction relevant for beginning readers.

Media Five, 1975

CHANGE IN LANGUAGE (English Fact and Fancy Series). 30 minutes, black and white

Considers continuing changes in language and on-going efforts to standardize English. Examines the reason for language change.

National Center for School and College Television, 1967

COMMUNICATIONS MODEL, A (English Fact and Fancy Series). 30 minutes, black and white

Considers the ways a message is delivered and the different ways a message can be received or perceived. Explores the role of the perceiver and demonstrates that the efficient message-deliverer must take every possible step to keep the perceiver's attention.

National Center for School & College Television, 1967

CORRECTNESS IN LANGUAGE (English Fact and Fancy Series). 30 minutes, black and white

Amplifies the necessity of making choices among competing phonetic, lexical, syntactical conventions and of adopting or ignoring suggested refinements in language. Points out that the speaker or writer is judged by his choice.

National Center for School & College Television, 1967

* DAISY, THE. 6 minutes, color

The daisy is the symbol of beauty, yielding only to those who love and enjoy it. The "rectangular character" is a boor with a whole arsenal of weapons to destroy beauty; but his rudeness and narrow-mindedness only make him ridiculous, and the daisy is untouched. A delightful film, with humor and irony as well as charm.

CCM Films, 1965

DEVELOPING COMPREHENSION SKILLS (Teaching Reading the Secondary School Series). 12 minutes, color

A reading teacher demonstrates one way of teaching how to read for main ideas. Then a history teacher helps students to apply a similar technique in reading their assigned text.

Syracuse University, 1966

* DEVELOPING EFFECTIVE READING MATERIALS (Teaching Children To Read Series). 29 minutes, color

Reading materials in school are seen as most effective if they are relevant to the interests and natural curiosity of students whose lives are full of existing, valuable, non-threatening materials that can be readily integrated into a classroom reading program. Series participants comment on the use of such low-threat, high interest materials, and three classroom documentaries show details of the concept in action.

DEVELOPING SKILLS FOR READING LITERATURE (Teaching Reading in Secondary Schools Series). 13 minutes, black and white

Specific skills needed for reading imaginative literature are shown being developed in brief excerpts from lessons at various grade levels.

Syracuse University, 1966

DIAGNOSIS: FORMAL AND INFORMAL (Understanding the Teaching of Reading Series). 15 minutes, color

Shows ways in which the reading ability of pupils can be diagnosed through the use of formal and informal instruments. The film presents the actual content of informal diagnostic tests and illustrates the way these tests are administered to children, both individually and in small groups.

Allyn & Bacon

* DOROTHY HEATHCOTE TALKS TO TEACHERS, PARTS I & II. 62 minutes, color

Part I: In a teacher's workshop, Mrs. Heathcote explores the theory of improvised drama as a teaching tool for all classroom teachers. She analyzes her unique process, explaining and illustrating techniques for developing material, the use of dramatic elements and the segmenting of ideas to achieve dramatic focus.

Part II: Drama in the classroom continues with the discussion of techniques developed by Mrs. Heathcote. Drama is related to developing language and social skills while teaching subject material. Mrs. Heathcote's educative process is based on total involvement that ultimately modifies behavior.

Northwestern University

EFFICIENT READING (Teaching Reading in Secondary Schools Series). 11 minutes, black and white

This film examines various pressure devices aimed at increasing rate of reading and debates their use in advanced reading classes.

Syracuse University, 1966

ENGLISH AND LATIN (English Fact and Fancy Series). 30 minutes, black and white

Examines some of the by-products of Latin study that people want today. Concludes that the irrelevance of Latin to English has yet to be fully appreciated.

National Center for School & College Television, 1967

ENGLISH NOUN CONSTRUCTIONS (English Fact and Fancy Series). 30 minutes, black and white

Sketches an introduction to a grammar designed to help students become skillful performers. Explores noun constructions.

National Center for School & College Television, 1967

ENGLISH VERB CONSTRUCTIONS (English Fact and Fancy Series). 30 minutes, black and white

Continues the introduction to a grammar designed to help students become skillful performers. Examines the verb, verb-forms, and verb constructions.

National Center for School & College Television, 1967

* FIRST AND FUNDAMENTAL R, THE (Critical Moments in Teaching Series). 12 minutes, color

Miss Gardner's class - composed of racially-mixed, culturally-deprived children - has not made much progress in learning how to read. The pupils are inattentive and generally uninterested. Can Miss Gardner find a way to make her class enjoy learning to read?

Bailey Film Associates 1971

FORMAL ENGLISH AS A FOREIGN LANGUAGE (English Fact and Fancy Series). 30 minutes, black and white

Examines the revolution in foreign language teaching and the emphasis on learning to perform in a language. Explores the need for English teachers to have students practice.

National Center for School & College Television, 1967

* FOXFIRE. 21 minutes, color

In 1967, Eliot Wigginton, a high school English teacher in Rabun Gap, Georgia, started an educational revolution. He set his class, an essentially unmotivated group, to the task of recording the lore, legends, and crafts of their Appalachian folk heritage. What they found was a new direction for themselves and their community. They learned by doing, going into the hills and interviewing rural folk and publishing their findings in FOXFIRE magazine. This film is their story - told by the people who made it happen. The camera explores the techniques of recording oral history, writing, designing and running the magazine.

McGraw Hill, 1973

GRAMMAR AND GENERATIVE GRAMMAR. 30 minutes, black and white

Karl V. Teeter, Harvard University, shows how "generative grammar" takes off from a theory of the nature of all languages and demonstrates how the terms of that theory are realized and related for a particular language.

Commission on English, 1967

HANDICAPPED READER, THE (Teaching Reading in Secondary Schools Series). 21 minutes, black and white

Are poor readers deficient in specific skills or lacking in general ability? This film shows details in the diagnosis of two students and then looks at ways of meeting their needs.

Syracuse University, 1966

* HELPING THE RELUCTANT READER (Teaching Children To Read Series). 29 minutes, color

Despite the seemingly best efforts and talents of everyone concerned, a significant number of students have problems in learning to read. What can be done? Is motivation the difficulty? Are there hopeless cases? Drs. Hunter, Douglass, Glasser and Windley offer workable ways of helping the problem reader make progress, and several classroom teachers show and explain strategies they find valuable.

Media Five, 1975

* HUMAN BEHAVIOR & READING (Teaching Children To Read Series). 29 minutes, color

Dr. William Glasser presents his thoughts on the role of self-concept in learning and the relationship of success-identity to reading. A positive self-image - believing you can succeed - is seen as an important key to learning virtually anything and especially vital in learning to read. Dr. Glasser discusses the problem of the student who seems to have given up on learning to read and suggests how the teacher should deal with this student.

Media Five, 1975

* JAIL DOOR WENT CLANG, THE (Creative Writing Series). 16 minutes, color

How sensory experiences may be used to construct a setting for a story.

Churchill Films, 1974

LANGUAGE AS A BEHAVIORAL PHENOMENON (English Fact and Fancy Series). 30 minutes, black and white

Demonstrates that talking and writing are muscular activities, largely the result of unconscious and conventional habit. Examines the role of convention in language. Outlines areas to which rationalized appeals are made to defend linguistic preferences.

National Center for School & College Television, 1967

* LESS FAR THAN THE ARROW (Critical Moments in Teaching Series). 8 minutes, color

Gary and his friends have not been paying attention in class since poetry lessons began. Gary jeeringly quotes a line which Miss Carter has called great poetry: "Mrs. Porter and her daughter wash their feet in soda water." The class shouts with laughter and waits for Miss Carter's reply. What should she do now?

Bailey Film Associates, 1971

* LET'S WRITE A STORY. 11 minutes, color

A direct incentive to creative writing. The child is led to write an imaginative description, a few vivid sentences and then a story. Projector stops between sequences allow direct involvement.

Churchill Films, 1975

LIBRARY AND THE READING PROGRAM, THE (Teaching Reading In Secondary Schools Series). 19 minutes, black and white

This film shows how the library and librarian contribute to an all-school reading program. However, the emphasis is on ways in which teachers develop research skills and use of the library.

Syracuse University, 1966

* MAN WHO BOUGHT MONDAY NIGHT, THE (Creative Writing Series). 16 minutes, color

A small demonstration class responds spontaneously to a variety of situations that stretch their imaginations and help them to construct stories. This film is about where story ideas come from.

Churchill Films, 1975

* MEAN, NASTY, UGLY CINDERELLA (Creative Writing Series). 16 minutes, color

Part of the Creative Writing Series, this film concerns how character influences stories.

Churchill Films, 1975

MEANING (English Fact and Fancy Series). 30 minutes, black and white

Explores the problem caused by a human nervous system filled with associations coming between talking and the things to be discussed, between writing and the things to be written about. Demonstrates that efficient operation in a language depends on becoming aware of the language's areas of ambiguity and its areas of specificity.

National Center for School & College Television, 1967

* ORGANIZING THE READING ENVIRONMENT (Teaching Children To Read Series). 29 minutes
color

This program examines the premise that experiences which encourage language growth can and should be so organized that they can happen any time a student wants or needs them, not just during a daily "reading period." Hunter, Maxwell, Schmidt, and several teachers share their ideas on how to expand a language-experience climate to last throughout the school day. Included are numerous practical documentary tips for teachers.

Media Five, 1975

ORGANIZING THE READING PROGRAM (Teaching Reading in Secondary Schools Series).
22 minutes, black and white

Procedures are suggested for initiating secondary reading programs. A survey of needs, personnel required, alternative programs, and answers to typical questions are explored.

Syracuse University, 1966

* PLANNING FOR CHANGE (Teaching Children To Read Series). 29 minutes, color

With the view that unless specific, individual plans for positive change are made and put into effect, the material presented in the eleven previous programs is all an academic exercise, this program presents a composite of challenging suggestions from guest-authorities and teachers on ways of implementing techniques and ideas presented in the series. Emphasis is on planning for positive change and creating the environment for achieving it.

Media Five, 1975

* POETRY IN PAUL, THE (Critical Moments in Teaching Series). 9 minutes, color

Suddenly Paul becomes a good writer and a better poet, revealing for the first time some potential as a student. His teacher praises his work but soon discovers that the writing was done in earlier years by Paul's older brother. How should the teacher behave in this situation?

Bailey Film Associates, 1971

PREPARATION FOR READING (Understanding the Teaching of Reading Series). 15 minutes,
color

The initial film deals with the various aspects of preparation which lead children to reading. Children are observed learning to listen, to speak, and to recognize letter forms and names. Ways of developing concepts are portrayed and gradual progress toward letter and word recognition is described. Various techniques for developing visual and auditory discrimination and the general perceptual awareness of children are presented.

Allyn & Bacon

* READING AS PART OF LIFE (Teaching Children To Read Series). 29 minutes, color

This film introduces the course to viewers, identifies and discusses key thoughts from guest participants on reading's broad context. Several documentary classroom examples show successful approaches to reading instruction. Reading is examined as a natural part of language development rather than as an isolated skill. Learning to read is seen as essential to gaining power over one's role in society, a highly individualized experience that calls for personalized, relevant teaching approaches.

Media Five, 1975

READING TO REMEMBER (Teaching Reading in Secondary Schools Series). 18 minutes, black and white

The study techniques of good students are examined and teaching procedures for developing study skills are illustrated.

Syracuse University, 1966

REPORT FROM THE READING COORDINATOR (Teaching Reading in Secondary Schools Series). 13 minutes, black and white

This film recapitulates the role of the coordinator and shows how various staff members contribute to a whole-school program.

Syracuse University, 1966

* "RIGHT TO READ" AT ALDERMAN SCHOOL. 10 minutes, color

Filmed at Alderman School in Greensboro, the segment examines the Right to Read Program and how it has influenced the entire program of learning. Teachers, the school principal, and system superintendent are interviewed.

Division of Educational Media, 1975

* ROLE OF PHONICS, THE (Teaching Children to Read Series). 29 minutes, color

There is much talk and some controversy surrounding the word "phonics." Is it a teachable skill? A concept? What about decoding in general - is that what reading is all about? Herbert Kohl explains his views on phonics and talks with teachers about decoding skills, and with the other series experts explores the role of phonics, putting it in perspective in an overall reading program.

Media Five, 1975

SCIENTISTS AND ADVOCATES (English Fact and Fancy Series). 30 minutes, black and white

Distinguishes between language as talking and language as writing. Describes two types of students of human affairs - scientists who describe what people do and advocates who prescribe what people ought to do.

National Center for School & College Television, 1967

SEARCH FOR A UNIVERSAL GRAMMAR, THE (English Fact and Fancy Series). 30 minutes, black and white

Examines the notion that grammar is handmaiden to logic. Points out that grammar (which is conventional) and logic are fundamentally incompatible. Explores the continuing search for a universal language.

National Center for School & College Television, 1967

* STRING BEAN, THE. 17 minutes, black and white w/color

This is the story of a wispy old woman who cultivates a potted string bean plant with a tender devotion akin to love. Concerned for the future of the plant, the fragile lady surreptitiously plants it in a row of blossoming white shrubs in the Jardin de Tuileries, which she visits daily. The ultimate fate of the plant and the act of faith and optimism of its guardian form the slender narrative thread of this wordless film poem.

Contemporary Films, 1965

STRUCTURE & CONTENT (English Fact and Fancy Series). 30 minutes, black and white

Outlines two principal classes of grammatical entities: dictionary units (nouns, verbs, adjectives) and sign units (generally everything except nouns, verbs, adjectives). Demonstrates that sign units are conventional, not logical. Explores how sign units change structure and meaning.

National Center for School & College Television, 1967

TALKING & WRITING, PART I (English Fact and Fancy Series). 30 minutes, black and white

Examines the different systems of expression used in talking and writing as parallel systems whose relationship is complex and partial.

National Center for School & College Television, 1967

TALKING AND WRITING, PART II (English Fact and Fancy Series). 30 minutes, black and white

Considers the possibility of reforming our writing system to fit a multiplicity of speech systems. Examines the ways in which speech and writing differ. Demonstrates only a general resemblance, not an identity, between speech and writing.

National Center for School & College Television, 1967

TEACHING OF COMPOSITION AND THE STUDY OF STYLE, THE. 30 minutes, black and white

Harold Martin of Union College evaluates professional and student writing as a way of increasing a writer's command of language for the expression of thought and feeling.

Commission on English, 1967

* TEACHING READING SERIES

READINESS FOR READING. 18 minutes, color

READING: DIAGNOSING NEEDS. 17 minutes, color

READING: DIRECTED LESSONS. 13 minutes, color

READING: GROUPING FOR INSTRUCTION. 17 minutes, color

Specifically designed to aid teachers in creating both reading readiness and an effective reading program, this important series uses actual classroom situations to demonstrate various teaching techniques. Valuable methods for diagnosing individual student needs and abilities are also presented.

McGraw Hill

* THINKING, WRITING AND READING (Teaching Children To Read Series). 29 minutes, color

Often quoted in education is the statement, "What you can think about or experience, you can talk about; what you can talk about, you can write; what you can write, you can read and can be read by others." This seems logical and true. Conclusion: the several forms of verbal communication are part of a whole, and their skills are best learned that way - interwoven, interdependent, personally meaningful. Series experts examine the case for the total-language approach, emphasizing the thinking-speaking-reading-writing continuum.

Media Five, 1975

* THREE LOOMS WAITING. 52 minutes, color

This film reveals the goals and methods of Dorothy Heathcote, an exceptional, innovative drama teacher. In the film, Mrs. Heathcote explains her aim: to "teach teachers to receive, to have emotion flow from children." We see her implementation of these goals illustrated in actual learning situations - with two groups of young children from diverse economic backgrounds, teenagers and mentally retarded youngsters. Included are scenes with student teachers applying Mrs. Heathcote's techniques and an interview with a headmaster who didn't believe that her ideas were sound but tried them and found them enormously successful.

Time-Life Multimedia

* USING HUMAN RESOURCES (Teaching Children To Read Series). 29 minutes, color

This is a documented "How-to" for maximizing effective, outside adult involvement in the classroom. Ethel Young, other guests, parents, and a total school staff explore ways of utilizing largely untapped resources available to teachers willing to share what they know. Documentary examples include: parent volunteers, teacher aides, community people with expertise not every teacher can be expected to have, other teachers and staff members, the principal and older students.

Media Five, 1975

VOCABULARY DEVELOPMENT (Teaching Reading in Secondary School Series). 19 minutes, black and white

What can teachers do to help students improve their reading vocabulary? Instructional techniques are suggested in this film and teachers are shown applying them in various subject areas.

Syracuse University, 1966

* WAYS OF ASSESSING READING PROGRESS (Teaching Children To Read Series). 29 minutes, color

Tests are a fact of life, but some skills are more measurable than others. Series guests discuss whether reading tests tell us what we think they do. What are their limitations? Are we too concerned with accountability? Documentary examples illustrate alternative means of assessment that can benefit students, parents, and teachers - tell them what they want and need to know and also satisfy the administration.

Media Five, 1975

* WHAT ABOUT READING SYSTEMS? (Teaching Children To Read Series). 29 minutes, color

The education market is well stocked with packaged reading systems, virtually all claiming to be individualized and often featuring fancy hardware, sequential skills charts, guaranteed-measurable results, considerable paper work, and a formidable price tag. Series participants discuss the values and pitfalls of packaged teaching systems and structured approaches to reading. What is their value? What are their possible drawbacks? Documentary classroom scenes suggest: it is not what you use, but how you use it.

Media Five, 1975

WHAT ARE THE ENGLISH LANGUAGE? (English Fact and Fancy Series). 30 minutes, black and white

Considers English as comprised of a writing system, as a variety of fantasies about the way English users might speak and write. Examines the teaching of the diversity of linguistic form, the fact that linguistic behavior has social consequences, and the principle of using English appropriate for the occasion.

National Center for School & College Television, 1967

* WHAT'S RIDING HOOD WITHOUT THE WOLF? (Creative Writing Series). 16 minutes, color

A small demonstration class responds spontaneously to a variety of situations that stretch their imaginations and help them to construct stories. The theme of this film is Plot: the protagonist, his goal and the obstacles to its attainment.

Churchill Films, 1975

* WHY MAN CREATES. 25 minutes, color

Demonstrates the nature of the creative process and the variety, richness and importance of creative vision.

Saul Bass & Associates, 1968

WORD ANALYSIS: MULTIPLE APPROACHES (Understanding the Teaching of Reading Series). 15 minutes, color

The developmental work analysis program which begins at the kindergarten level and extends through the sixth grade is presented and discussed in the third film. Teachers are shown as they develop the first decoding skills with six year olds. Other teachers are observed as they develop advanced work-analysis skills using glossaries and dictionaries.

Allyn & Bacon, Inc.

Mathematics

ADDITION & ITS PROPERTIES (Elementary Mathematics for Teachers Series).
29 minutes, color

Shows the important difference between knowing the meaning of addition and merely knowing how to carry out the related computational process. Addition is developed through the use of sets, illustrating as a consequence of this development the commutative and associative properties of addition and the addition property of zero.

United World Films, 1966

ADDITION AND SUBTRACTION ALGORITHMS (Elementary Mathematics for Teachers Series).
21 minutes, color

Introduces addition and subtraction algorithms based upon the properties of these two operations and previously learned facts about our numeration system. Shows why children have a more valuable learning experience if they understand and apply basic mathematical principles to justify each step in these algorithms.

United World Films, 1966

ADDITION OF RATIONAL NUMBERS (Elementary Math for Teachers - Rational Number Series).
24 minutes, color

Emphasizes the use of equivalent fractions when adding fractional numbers with different denominators. The commutative and associative properties and the identity element are presented. Among the materials utilized are the number line, number rods, and partitioned rectangles.

Silver Burdett Company, 1971

BEGINNING NUMBER CONCEPTS (Elementary Mathematics for Teachers Series). 30 minutes,
color

Introduces basic number concepts, providing teachers with a foundation for a meaningful approach to mathematics. The film explains the significance of sets, matching, number order, and counting, and illustrates structured experiences for students so that these ideas take on a deeper meaning.

United World Films, 1966

BEYOND THE WHOLE NUMBERS (Elementary Math for Teachers - Rational Numbers Series).
21 minutes, color

Focuses on a fraction as a three-part symbol (a bar and two numerals) and introduces rational numbers. Teachers are given ideas for helping students to realize the need for rational numbers and to understand how fractions compare with the numerals for whole numbers.

Silver Burdett Company, 1971

DECIMALS: ADDITION AND SUBTRACTION (Elementary Math for Teachers - Rational Numbers Series). 27 minutes, color

Presents new and imaginative ways of guiding students to discover key concepts relating to place value, particularly as it affects addition and subtraction with decimals. Special attention is given to ways of handling common errors arising in computations.

Silver Burdett Company, 1971

DECIMALS: MULTIPLICATION AND DIVISION (Elementary Math for Teachers - Rational Numbers Series). 35 minutes, color

Stresses how to locate the decimal point and how to justify its location by estimating and the use of fractions. Repeating decimals and multiplying powers of ten by adding exponents are treated. Of special value are the tips on how to work with children who answer incorrectly.

Silver Burdett Company, 1971

DEVELOPMENT OF OUR DECIMAL NUMERATION SYSTEM (Elementary Mathematics for Teachers Series). 27 minutes, color

Traces the historical development of our present decimal system - the Hindu-Arabic system of Numeration - illustrating why, with this knowledge, students can represent and understand whole numbers. Careful description is given of the meaning and importance of the base ten, place value, grouping, numerals and expanded notation.

United World Films, 1966

DIVISION (Elementary Mathematics for Teachers Series). 29 minutes, color

Helps the teacher understand and explain division through the use of sets and the ideas of multiplication. Points out that subtraction and division are similar because they are both based upon addition and multiplication and consequently have similar properties.

United World Films, 1966

DIVISION ALGORITHMS (Elementary Mathematics for Teachers Series). 29 minutes, color

Shows why many commonly used algorithms confuse elementary students. Carefully outlines more meaningful division algorithms, based upon multiplication, subtraction and the distributive property of division.

United World Films, 1966

DIVISION OF RATIONAL NUMBERS (Elementary Math for Teachers - Rational Numbers Series). 23 minutes, color

Demonstrates the missing-factor method and reciprocal method of computing quotients. It identifies the remainder for a division as the numerator of the unreduced fraction is a mixed numeral.

Silver Burdett Company, 1971

*FLATLAND. 12 minutes, color

This animated film, based on the short novel by Edwin A. Abbott, offers a universal social commentary. It depicts the tale of a Square who lives in Flatland and the difficulties it encounters in trying to convince his two-dimensional society of the existence of a third dimension.

McGraw Hill

FRACTIONS AND RATIONAL NUMBERS (Elementary Math for Teachers - Rational Numbers Series). 29 minutes, color

Develops ideas involving equivalent fractions and an equivalence class for a rational number. Visual aids to use in working with equivalent and nonequivalent fractions are demonstrated - such as folding paper to compare fractions.

Silver Burdett Company, 1971

GRAPHING (Elementary Math for Teachers - Rational Numbers Series). 19 minutes, color

Shows ways that young children can create their own graphs to picture information. It suggests that pairs of points may be thought of as addresses of points in the plane. Teachers will gain ideas for guiding children to discover that graphs may be used to solve problems.

Silver Burdett Company, 1971

MATHEMATICS: UNENDING SEARCH FOR EXCELLENCE. 25 minutes, black and white

The film shows ways in which the teaching of mathematics can be improved. Some of these covered are the tape recorder, the overhead projector, television and programmed instruction. It goes into the reasons why these methods improve the teaching of mathematics.

National Educational TV & Radio Center

MATHEMATICS FOR TOMORROW. 29 minutes, color

Takes you into elementary and secondary classrooms where children are learning in new ways the many mathematical insights and skills they will need to function effectively in the scientific world which they will inherit. Basic principles involved in these new methods are emphasized, and the increased importance of mathematics is shown.

NEA Sound Studio, 1966

MATHS ALIVE. 30 minutes, color

This film shows primary school children learning mathematics from their own discoveries. The teachers have planned the work after careful observations of children using materials in the environment. These materials are relatively simple and inexpensive and within the reach of all teachers.

Educational Foundation for Visual Aids, 1970

*MEASURE LENGTH - THINK METRIC. 9 minutes, color

A film for introducing measuring and metric education. Two young boys explore their neighborhood with meter stick and centimeter rule, discovering the comparative size of things about them. A simple narration and original music and song stimulate individual discovery, explain the importance of measuring length, and define the basic metric units: meter, centimeter, millimeter and kilometer.

Barr Films, 1975

*MEASURE VOLUME - THINK METRIC. 9 minutes, color

As common uses of volume measure are shown, a simple narration explains the standard metric units for measuring volume: liter and milliliter. Original music and song stimulate individual discovery as young people measure the volume of things in their home and use volume measure to complete a variety of home and garden projects.

Barr Films, 1975

*MEASURE WEIGHT - THINK METRIC. 9 minutes, color

Two girls visit a chemist to learn about the standard metric units of weight: gram, milligram, and kilogram. A simple narration and original music and song stimulate individual discovery and explain the importance of measuring weight as the girls compare the weight of common things. Finally, the girls use their new knowledge to bake a "metric cake."

Barr Films, 1975

MEASUREMENT (Elementary Math for Teachers - Rational Numbers Series).
28 minutes, color

Develops the need for standard units of measure and the idea that all measurements are approximate. Precision in measurement, including the greatest possible error, is treated, and visuals for teaching measurement are suggested.

Silver Burdett Company, 1971

*METER, LITER, AND GRAM (BFA). 13 minutes, color

In the metric system, units of measure of length, volume and weight are related. All are based on the meter. To name units in the metric system, one need only learn a few prefixes: centi-, deca-, milli-, and kilo-. Since all units are reflections of the decimal system, the metric system is easy to use.

Bailey Film Associates, 1975

*METRES, LITRES AND GRAMS (GM). 11 minutes, color

An animated motion picture intended to convey the message, "think metric." In an entertaining manner, the film traces the history of our present measurement system, details the reasons for the switch to metrics, and explains the basic elements of the metric system. It is non-technical in nature and suitable for general audiences.

General Motors

*METRIC AMERICA, A. 16 minutes, color

The process of metric conversion, through which all Americans must pass, is vividly brought home to the audience by means of a parable concerning an imaginary people called "Wimples" and the difficulties they experience with their own cumbersome measuring system. The animated film highlights reasons for U.S. metric conversion and introduces the meter, liter, kilogram and celsius. Emphasis is placed on prefixes such as "centi," "milli," and "kilo." Repeated stress is placed upon the decimal nature of the metric system.

AIMS, 1973

*METRIC MEETS THE INCHWORM. 10 minutes, color

Fred Inchworm symbolizes that quality in all of us that says "no" to change even when change means a better way of doing things. This delightfully animated look at the metric system explores the basic components, demonstrates the more logical relationships between the units of measurement and pokes kindly fun at our fear of metric conversion.

Stephen Bosustow Productions, 1975

MULTIPLICATION ALGORITHMS AND THE DISTRIBUTIVE PROPERTY (Elementary Mathematics for Teachers Series). 27 minutes, color

Analyzes how and why elementary school students should be introduced to the distributive property of multiplication. Through the use of expanded notation, new algorithms are suggested which clarify the traditional abbreviated multiplication algorithms.

United World Films, 1966

MULTIPLICATION OF RATIONAL NUMBERS (Elementary Math for Teachers - Rational Numbers Series). 24 minutes, color

Shows how indicated products may be pictured as, and obtained from, rectangular regions. Emphasis is placed on obtaining upper and lower estimates of products. Motivating the need for finding products is demonstrated, and visuals are used in developing the algorithm.

Silver Burdett Company, 1971

MULTIPLICATION AND ITS PROPERTIES (Elementary Mathematics for Teachers Series). 30 minutes, color

Shows how the product of two whole numbers can be taught by using arrays, disjoint sets, cross products of sets, and why these methods are better than more traditional approaches. Also illustrated are the commutative and associative properties of multiplications and the multiplication properties of one and zero.

United World Films, 1966

NEGATIVE RATIONALS (Elementary Math for Teachers - Rational Numbers Series). 19 minutes, color

Introduces the complete rational number line and the concept of additive inverses. Properties previously introduced are shown to hold for negative rationals. Teachers learn some lively games to use in introducing these numbers to young children.

Silver Burdett Company, 1971

OPERATIONS EXTENDED TO NEGATIVE RATIONALS (Elementary Math for Teachers - Rational Numbers Series). 22 minutes, color

Shows how to use the missing-addend approach to compute differences. A pattern approach and parallel number lines are used to compute products, and the missing factor method is used to compute quotients.

Silver Burdett Company, 1971

SOLVING VERBAL PROBLEMS IN MATHEMATICS. 21 minutes, color

Shows effective ways to promote verbal problem solving skills. Examples of teachers and pupils in action, using various problem solving techniques, are interspersed with examples of actual work which results from the use of multiple approaches. Ranges across content areas, without stressing any particular content.

NAVC, 1972

SUBTRACTION (Elementary Mathematics for Teachers Series). 29 minutes, color

Illustrating the relationship between subtraction and addition and the consequences of this relationship. The film also shows how teachers can easily convey the meaning of subtraction and the properties of this operation to elementary school students.

United World Films, 1966

SUBTRACTION OF RATIONAL NUMBERS (Elementary Math for Teachers - Rational Numbers Series). 24 minutes, color

Points out that the basic missing-addend meaning of subtraction applies to all rational numbers instead of just whole numbers. Several approaches to subtraction are demonstrated, including renaming numbers and using a slide rule. Checking answers by adding is stressed.

Silver Burdett Company, 1971

USING A MATHEMATICS LABORATORY APPROACH. 15 minutes, color

Acquaints teachers with the laboratory approach by describing what labs are, why they are used, how they are organized, and the kinds of activities which are valuable in the mathematics laboratory. Illustrative activities at several grade levels are shown.

NAVC, 1973

WHOLE NUMBER SYSTEM - KEY IDEAS, THE (Elementary Mathematics for Teachers Series). 27 minutes, color

Analyzes and reviews in depth the most critical ideas in the series - set, theory, number operations and their properties, order and proof. Also presents the basic philosophy and goals of this new approach to elementary mathematics.

United World Films, 1966

Science

ANIMALS AND LIFE. 28 minutes, black and white

This film discusses the basic classifications of animals: vertebrates and invertebrates, and some of the animals that are included under these classifications. Some of the animals used were frogs, turtles, worms, fish, and crawfish. With these animals, the narrator discussed the different methods of locomotion of animals and their different means of protecting themselves. Stresses that observation and research are both important in the study of animals and life.

D. C. Heath & Company

DISSECTION AND ANATOMY OF THE EARTHWORM. 15 minutes, color

Teaches dissection techniques and the anatomy of the earthworm. To be used as a preview to laboratory sessions.

McGraw Hill, 1966

DISSECTION AND ANATOMY OF THE FROG. 15 minutes, color

Teaches dissection techniques and the anatomy of the frog. To be used as a preview to laboratory sessions.

McGraw Hill, 1966

DISSECTION AND ANATOMY OF THE MAMMALIAN HEART. 15 minutes, color

Teaches dissection techniques and the anatomy of the mammalian heart. To be used as a preview to laboratory sessions.

McGraw Hill, 1966

ELEMENTARY SCIENCE: AN OVERVIEW. 23 minutes, black and white

This film shows ways to simplify science teaching. It stresses that the teacher should not try to cover everything in science. The study of science is not the coverage of a mass of information. It is the methods of finding out. The film presents some ideas that will be helpful to teachers of science. The narrator uses such simple things as candles, shells, and plastic bags to demonstrate problems; and he uses kidneys and liver of a cow, the body of a chicken, etc. in the study of the human body.

D. C. Heath & Company

ENERGY IN ACTION. 28 minutes, black and white

Every time you see motion in movement, you are seeing energy in action. The film stresses that a teacher should not study energy as one isolated subject because it is related to so many other things in science. Energy is something that we see the results of. There are many forms of energy: chemical energy, heat energy, radiant energy, and electrical energy. Each of these is discussed and demonstrated in simple ways in the film. The narrator also explains the meanings of potential energy, kinetic energy, and nuclear energy and demonstrates these.

D. C. Heath & Company

FIELD TRIPS FOR DISCOVERY. 18 minutes, color

Describes the various types and purposes of field trips in science teaching. These may vary from a walk around the school grounds to an extended trip. If properly selected, carefully planned, and skillfully conducted, the field trip yields the best return in direct and indirect learning for the manhours spent.

McGraw Hill, 1966

FIXING AND SECTION CUTTING. 12 minutes, color

Shows the sequence of steps in the process of preparing and cutting a specimen of tissue into sections for microscopic examination. Each step is accompanied by an explanation of what is being done to the cells in the tissue. The use of a mechanical microtome is described in detail as well as the preparation of the slide for staining.

McGraw Hill, 1966

FRONTIERS OF ELEMENTARY SCIENCE. 30 minutes, color

Dr. John Navorra and Dr. Joseph Zaffaroni discuss elementary science. Children are scientific from birth, and it is the responsibility of the teacher to help them develop scientific concepts and attitudes. An elementary school teacher asks the questions, "What do we mean by scientific attitude?," "What do we mean by scientific processes?," and "How do we teach these attitudes and processes in the classroom?" These questions are answered by showing actual classroom situations. The film also shows how to introduce difficult scientific words to children.

Harper & Row, Inc.

GENERAL OBJECTIVES. 16 minutes, color

Four general objectives of elementary school science teaching and how to achieve them are demonstrated in the film. These are (1) to help pupils become better problem solvers; (2) to provide them with experience that will help them develop some scientific attitude; (3) to help them learn science subject matter useful to them in interpreting their environment; and (4) to develop an increased interest in and appreciation for their environment.

McGraw Hill, 1966

HUMAN BODY, THE. 24 minutes, black and white

This film stresses that the use of toys in the classroom is important in teaching the human body. The narrator stresses that it is much better to teach using models than it is to just stand there and try to explain how the body is made to the children.

D. C. Heath & Company

HOW TO MAKE BIOLOGICAL DRAWINGS. 15 minutes, color

This film is designed to teach the technique for translating a gross specimen into an accurate drawing. There is also a sequence on making drawings using the microscope.

McGraw Hill, 1966

LETS DO SCIENCE. 30 minutes, black and white

A presentation by Dorothy Roggigner, elementary consultant. Live animals, objects and charts are used to show methods and techniques which may be used in the classroom.

Silver Burdett Company, 1968

MATTER AND MOLECULES. 27 minutes, black and white

This film discusses the meanings of matter and molecules and what they are made up of. The narrator uses such simple things as water and a burning candle to demonstrate what the three elements of matter are: solids, liquids and gasses. He uses sand to demonstrate what molecules are and breaks molecules down into atoms.

D. C. Heath & Company

MICROSCOPE, THE. 11 minutes, color

The film describes the microscope as a compound series of magnifying lenses. In addition to introducing the students to the various parts and handling of the microscope, it shows the various levels of magnification in a microscope and gives examples of the power of magnification at each level.

McGraw Hill, 1966

PLANTS AND SOIL. 23 minutes, black and white

This film introduces the idea of having a terrarium in the classroom which is made from a gallon jar. Shows the way a terrarium is made and stresses that it will be more beneficial if made in the presence of the class.

D. C. Heath & Company

PROBING MIND, A. 28 minutes, black and white

Illustrates science teachers utilizing the new educational media in classrooms to develop skills of scientific inquiry in pupils. Shows actual classroom scenes in which ETV, films, filmstrips, models, overhead transparencies, tape recorders, guest speakers and teaching machines are being used. Suggests methods of using these media in maintaining the curiosity children develop at an early age. Portrays individual instruction by showing students working with scientists in laboratory situations.

National Educational TV & Radio Center

SCIENCE AND THE LANGUAGE ARTS. 17 minutes, color

This film emphasizes the importance of adequate language art skills - reading, writing, speaking and listening. The science teacher, because of the precise vocabulary and precision of science, has a special responsibility to relate precision in these skills to the precision of science itself. The importance of adequate library skills in order to do "research reading" is also stressed.

McGraw Hill, 1966

SCIENCE IN THE ELEMENTARY SCHOOL - AIR UNIT. 28 minutes, black and white

Shows methods and techniques used by a second grade teacher while teaching a unit on air. Student involvement and the investigative approach are emphasized. The action takes place in a small classroom with limited facilities. The film is recommended for showing to elementary teachers at all levels.

Iowa State University

SCIENCE LABORATORY SAFETY. 18 minutes, color

Emphasizes the importance of safety measures in using lab equipment and performing experiments in the school science lab.

Film Production Service, 1970

SCIENCE THROUGH DISCOVERY. 26 minutes, black and white

Shows some of the ways in which teachers teach science to children in the schools. A first grade class does experiments in gravity. Third graders study by television. Sixth graders learn by the use of the motion picture. Teachers find that testing is important and that students learn by doing - not just by reading and listening to the teacher.

National Educational TV & Radio Center

SETTING THE STAGE FOR LEARNING (MOTIVATION). 17 minutes, color

This film emphasizes the importance of identifying significant science problems for study and illustrated methods of doing so. The teacher must know how to motivate the children, how to guide without dominating, and how to steer their learning into fruitful channels.

McGraw Hill, 1966

STAINING. 10 minutes, color

Continuing the discussion of the preparation of a specimen for microscopic examination, this film illustrates the difference between slides of unstained and stained tissue and points out the need for staining. The entire process of staining is demonstrated in careful detail so that the student can follow the steps involved and repeat the operation in the laboratory.

McGraw Hill, 1966

TEACHING TECHNIQUES. 18 minutes, color

The good teacher of science, as this film shows, uses these seven important techniques: (1) involves students in determining the method of inquiry; (2) provides equipment for pupils to use in testing their ideas; (3) makes provision for active participation by the pupils themselves; (4) gives pupils opportunity to learn from one another; (5) encourages pupils to relate science learned in their classroom to their environment; (6) exploits opportunities for informal learning; and (7) uses audiovisual instructional materials functionally.

McGraw Hill, 1966

Social Studies

DISCUSSION PROBLEMS AND STRATEGIES. 25 minutes, black and white

Young teachers in a seminar situation discuss and try to illustrate a number of issues involving problems in teaching. Each episode presents recurring situations in discussion with possible strategies suggested for handling the problem. These strategies should be viewed not as final solutions but as problematic efforts toward solutions.

Sterling Films

GLOBES: THEIR FUNCTION IN THE CLASSROOM. 14 minutes, color

Designed to motivate teachers to make better use of globes in the classroom, this film shows many types of globes, illustrating their specific uses in situations ranging from primary grades through high school.

Bailey Film Associates, 1966

HISTORIAN SERIES, THE. 25 minutes each, black and white

HOW THE HISTORIAN ANSWERS QUESTIONS

HOW THE HISTORIAN CLASSIFIES INFORMATION

HOW THE HISTORIAN DEALS WITH MIND SET

HOW THE HISTORIAN DECIDES WHAT IS FACT

HOW THE HISTORIAN PROVES A HYPOTHESIS

This series demonstrates the procedure of the inductive approach to teaching social studies. The work is carried on in a ninth grade class dealing with topics in history.

Holt, Rinehart & Winston, Inc., 1967

INTRODUCING GLOBES. 10 minutes, color

Animation and live action are combined to introduce the globe and how we use it in a clear, concise manner. Designed for the middle elementary grades, this film is useful anywhere a teacher is introducing the globe or reviewing concepts before going on to more advanced work.

Bailey Film Associates, 1967

*IS IT ALWAYS RIGHT TO BE RIGHT? 8 minutes, color

Shows how truth in any situation from the simplest to the most complex is a many-sided animal. By pointing to the interdependence of people in groups, it explains how failures to communicate the multiple facets of truth can be a cause of division and asks us to consider the statement, "I may be wrong-you may be right," as the starting point for reconciliation in our society.

Stephen Bosustow Productions, 1975

MAPS OF OUR LOCALITY. 11 minutes, color

Begins with an aerial view of the mountains, cities, rivers and highways, all of which can be shown on a map. The use of both the grid system and the scale of miles are learned. The film will develop an appreciation of the importance of maps as reference materials.

Bailey Film Associates, 1966

MAPS OF OUR SCHOOL. 8 minutes, color

Covers three important aspects in developing readiness in primary children for map-reading concepts: size relationships, symbolic representations, and direction.

Bailey Film Associates, 1966

MAPS OF OUR WORLD. 11 minutes, color

Typical scenes of various parts of the world show how the land contour influences the activities of the people. These are followed by models, contour maps, and conventional elevation maps to introduce three-dimensional map reading skills. This picture closes with an introduction to time zones.

Bailey Film Associates, 1966

MODEL CLASS DISCUSSION. 30 minutes, black and white

In a relatively traditional class situation, the teacher tries to help students pursue issues systematically and to build a justification or set of reasons for opposing views on the American Revolution. The students wrestle particularly with the question, "Is violent protest ever justified?" This leads into both historical and contemporary analogies and affords an examination of the students' own value positions on the matter.

Sterling Films

MR. CHAIRMAN (THE FUNDAMENTALS OF PARLIAMENTARY LAW). 13 minutes, color

Presents the fundamentals of parliamentary law in a series of dramatic animated sequences. Shows why rules of order are essential to the processes of democratic discussion and decision-making and suggests way in which parliamentary procedures can be adapted to the specific needs of a group, whatever its size or objective.

Encyclopaedia Britannica Films, 1966

* PREJUDICE FILM, THE. 28 minutes, color

This film examines the historical origins and contemporary forms of prejudiced thinking in America. The patterns of anti-racial, anti-ethnic, anti-religious, and anti-female prejudice are explored logically and fairly - without prejudice. A series of vignettes examines the prejudices of majority against minority, minority against majority, and even minority against minority. The behavioral habits and patterns which perpetuate and spread discrimination are covered. The viewer will realize the opportunities for achieving better understanding by evaluating people as individuals.

Motivational Media, 1974

* PRESUMPTION OF INNOCENCE. 39 minutes, color

A black woman, charged with possession of cocaine with intent to sell, is the center of the controversy in this actual (not re-enacted) felony trial in criminal court.

Screen Educational Enterprises, 1973

TEACHING MAP READING SKILLS IN THE ELEMENTARY GRADES. 19 minutes, color

A series of classroom activities based on a sequential plan for developing map reading skills. Classrooms in the primary, intermediate, and upper grade levels are used to illustrate how to implement a well-articulated program in physical geography understandings, to offer some planned experiences for children which will result in cumulative map understandings, and to emphasize the fact that effective instructional use of maps and globes is up to the classroom teacher.

Bailey Film Associates, 1966

VARIETIES AND TECHNIQUES OF DISCUSSION. 35 minutes, black and white

This film illustrates excerpts from different kinds of teaching and class activities including a probing Socrates technique in which the teacher engages an individual student in rapid spirited debate, small group discussion, continuation of general class discussion, and role playing.

Sterling Films

Videocassettes

20 minutes each, color, 3/4" U-Matic videocassette

CAMERA TECHNIQUES FOR VIDEOTAPE

HOW TO PERFORM ON TV

HOW TO PRODUCE A VIDEOTAPE PROGRAM

LIGHTING FOR VIDEOTAPE PRODUCTIONS

PRACTICAL GUIDE TO SETS & PROPS FOR VIDEOTAPE PRODUCTION

SET UP, CARE AND OPERATION OF THE VIDEOTAPE SYSTEM

3M Company, 1975

Harry Wong I: Motivating the Unmotivated. 29 1/2 minutes, color, 3/4" U-Matic videocassette

Success is the key to motivating the slow learner according to Harry Wong. In this film, he also illustrates how open communications between the teacher and student improve motivation, especially for the disinterested learner.

Division of Educational Media, 1975

Harry Wong II: How to be a Free and Liberated Teacher. 29 1/2 minutes, color, 3/4" U-Matic videocassette

Harry Wong demonstrates the secrets for success as a person and as a teacher based on his own experiences in California. He also demonstrates how to cope with many of the problems which teachers face today.

Division of Educational Media, 1975

Dorothy Heathcote Presentation: A View of Teaching. 29 1/2 minutes, color, 3/4" U-Matic videocassette

In this presentation, Ms. Heathcote outlines the role of drama in teaching content and providing language arts experiences. She also discusses her concepts on how to be an effective teacher in today's changing educational environment.

Division of Educational Media, 1975

PLANNING FOR EDUCATIONAL DRAMA: DOROTHY HEATHCOTE IN THOUGHT AND ACTION.
60 minutes, color, Division of Educational Media 1976

Dorothy Heathcote worked with teachers for two days helping them plan to use educational drama in the classroom. She provides them with guidelines and points out pitfalls in each group's work as they develop a teaching strategy for classroom implementation.

Supplement I

ADOLESCENCE AND LEARNING DISABILITIES. 25 minutes, color, Lawren Prod. 1976

Adolescents with severe learning problems may divert so much energy into hiding or attempting to cope with their disabilities that they have too little time or energy left for the tasks of adolescence. The tasks of adolescence are (1) to establish a positive self-image, (2) to come to terms with sexuality and sex identity, (3) to set long-range (vocational) goals, and (4) to meet society's demands. Achievement of these tasks faced by every adolescent leads to a measure of success and happiness in maturity. Failure in one or more of these areas results in inadequate living.

BREAKFAST FIRST. 12 minutes, color, Div. of Educational Media 1975

Approximately one third of the North Carolina's public schools have breakfast programs. This film, done in the Wake County School System, includes interviews with the principal, guidance counselor, a teacher and the food service manager of Garner Elementary School concerning the one-year breakfast program. After a brief trial of the program at the end of 1974-75 school year, the staff has made a total commitment to the program. Program rewards and implementation problems are discussed.

CATTLE: CULTURAL ARTS THROUGH TELEVISION & LANGUAGE EXPERIENCES. 13 minutes, color, Division of Educational Media, 1976

Edenton-Chowan School System Title III project provides cultural arts television programming for use in elementary schools. Student productions and STV programming are used in the project. Teachers talk about their experiences of using ITV.

EAT, DRINK AND BE WARY. 21 minutes, color, Churchill Films 1975

Shoppers, cooks, kids and critics (the latter includes Dr. Jean Mayer) vent their views on our eating habits and on processed foods which now make up much of our diet. The nutritional losses from processing and the refining of grain and rice are explored. The reasons for increased use of food additives and the controversies over such additives as nitrites and food colorings are examined. A sour look is taken at the high sugar content in foods, especially breakfast cereals. The role of advertising in changing our food habits is dramatically illustrated. The film encourages a good, basic diet containing a high proportion of unprocessed, natural foods.

GAMES WE PLAY IN HIGH SCHOOL. 29 minutes, color, Media Five 1975

The concepts of Transactional Analysis as applied to discipline, human relations and learning at the high school level are presented. Dorothy Jongeward describes T. A. classroom techniques, and Kenneth Ernst demonstrates examples of "games students and teachers play in high school." An entertaining and thought-provoking look at teachers and students and what they are really doing.

LANGUAGE OF ART, THE. 7 minutes, color, Div. of Educational Media 1975

Filmed at E. C. Brooks School in Raleigh, the segment examines the first three months of a Title III project that places an art specialist in the elementary school. Project Coordinator Tom King explains that art can be used to teach basic curriculum areas. Teacher-art specialist relationship area is also examined.

NEW PIONEERS PART I: THE CHANGING RULES. 11 minutes, color, Division of Educational Media 1975

Filmed at Columbia High School in Tyrrell County, this segment examines the changes that have occurred in occupational education classes in this school and the changes that are being felt in all aspects of the school as a result of the Title IX regulations. Girls in Marine Biology and boys in Home Economics are interviewed as well as teachers in all areas of occupational education.

NEW PIONEERS PART II: THE CHANGING ROLES, 11 minutes, color, Division of Educational Media 1975

Filmed in Halifax County, this segment includes high school students and students who have graduated talking about the roles they have been able to adopt. Also, included in this segment is an explanation of the council established in Halifax County to examine sex bias in the schools and in the occupational education program.

OTHER SCHOOL, THE. 10 minutes, color, Division of Educational Media 1975

Filmed at Bunker Hill Night High School, Catawba County; Southern Wake Night High School, Wake County and Winston-Salem/Forsyth Optional School, Forsyth County, this segment examines the optional school program. Students, teachers, and DPI personnel are interviewed about this program of study that opens school doors for groups of students that have found the school environment to be threatening.

PUPIL PERSONNEL SERVICES: A HELPING HAND. 18 minutes, color, Division of Educational Media 1975

Filmed in the Charlotte-Mecklenburg schools, this film examines the roles of the four major areas of Pupil Personnel Services: School Social Worker, School Psychologist, School Nurse and School Guidance Counselor. An actual staff meeting in a Charlotte school is the vehicle used to examine the responsibilities and services offered by the four areas of Pupil Personnel Services.

REALITY THERAPY IN HIGH SCHOOL. 29 minutes, color, Media Five 1975

Dr. Glasser's Reality Therapy approach to discipline is shown in use in authentic situations during this visit to Jersey Village High School in Houston, Texas. In addition, this film examines the effects of Reality Therapy on the total school climate. An excellent introduction to one practical approach to discipline.

REMEDIAL READING: WHO, WHAT, WHY & HOW. 23 minutes, color, JAB Press, 1975

This film will help to develop an awareness of diagnostic and prescriptive techniques for disabled readers. Designed for large or small groups to elicit discussion, the film should be moderated by a reading specialist.

SCHOOL WITHIN A SCHOOL: PEER TUTORING, A. 12 minutes, color, Division of Educational Media 1976

Belmont Junior High School began a peer tutoring program during the 71-72 school year. Originally designed as a tutoring program for reading, experience indicated a need to broaden the program to provide short term gains. Included are interviews with teachers, tutors and tutees.

TEACH THEM ALL TO READ. 12 minutes, color, Division of Educational Media 1976

Nancy Campbell, a teacher at Sparta Elementary School, Alleghany County, is featured in this presentation. Her approach to the teaching of reading for K-3 class is explored by highlighting a typical morning.

T.E.T. IN HIGH SCHOOL. 29 minutes, color, Media Five 1975

Dr. Thomas Gordon explains how the concepts of Teacher Effectiveness Training apply at the secondary level. Documentary footage of T.E.T. techniques being used within a classroom setting emphasize how the "no-lose" method of resolving conflicts can work in various situations. A clear and concise look at improving human relations in the classroom.

TRIGGER FILM ON LIBRARY MEDIA PROBLEMS. 7 minutes, color, Univ. of Michigan 1975

This film has been developed as a part of the U-M School Library Media Program and was produced by the University of Michigan Television Center. Each brief segment provides the physical and emotional setting of a problem facing library media personnel today. The film is designed to trigger in-depth discussion among library science students and professionals in their field.

USING VALUES CLARIFICATION. 29 minutes, color, Media Five 1975

Dr. Sidney Simon discusses the development and meaning of values clarification and demonstrates the strategies involved with a group of high school students. He also explains methods whereby teachers and students can master the valuing process and apply it to their own lives.

Index

About Inside/Out	3	Changing Physical Education 4-6	37
Absent Link	37	Charlie & the Golden Hamster	41
Act II - Lindsey	3	Charts for Creative Learning	25
Addition & Its Properties	57	Child Went Forth, A	16
Addition & Subtraction Algorithms	57	Child Who Cheats, A	4
Addition of Rational Numbers	57	Children Learn from Filmstrips	25
Administering the Kuhlman- Anderson Test	15	Choosing a Classroom Film	26
Adventures in Careers	35	Cipher in the Snow	4
Adventures in the Media Center	25	Classification	16
Adventures of an Asterisk*	3	Cleanup	11
All My Buttons	31	Communication Conference	26
An Approach to Intermediate Education	15	Communication Revolution, The	26
An Approach to School Site Development	15	Communication: The Nonverbal Agenda	4
Analyzing Reading Achievement	45	Communications Model, A	46
And No Bells Ring	15	Continuous Progress Learning	41
And Something More	25	Correctness in Language	46
Animals and Life	65	Creating Instructional Materials	26
Animation Goes to School	25	Creating with Clay	1
Artist and Nature	1	Cubism	1
Arts: A Feeling for Tomorrow	1	Daisy, The	46
Audiotutorial System - An Independent Study Approach	41	Day the Insects Took Over	4
Be An Effective Teacher, Parts I and II	3	Dealing with Discipline Problems	5
Beginning, The	45	Decimals: Addition & Subtraction	58
Beginning Number Concepts	57	Decimals: Multiplication & Division	58
Behavioral Objectives and Accountability	15	Developing Comprehension Skills	46
Beyond the Whole Numbers	57	Developing Effective Reading Materials	46
British Infant School - Southern Style	11	Developing Skills for Reading Literature	47
Building Belief, Part I	45	Development of our Decimal Numeration System	58
Building Belief, Part II	45	Diagnosis: Formal & Informal	47
Building Children's Personalities with Creative Dancing	37	Discussion	11
Building on What Children Know	45	Discussion Problems & Strategies	71
Business, Behaviorism & the Bottom Line	4	Dissection & Anatomy of the Earthworm	65
Can Individualization Work in Your School System?	41	Dissection & Anatomy of the Frog	65
Career Education	35	Dissection & Anatomy of the Mammalian Heart	65
Career Education in Georgia	35	Division	58
Careers in Physical Education	37	Division Algorithms	58
Change in Language	46	Division of Rational Numbers	59
Change - Training Teachers for Innovation	16	Dorothy Heathcote Talks to Teachers, Parts I & II	47
Changing Physical Education K-3	37	Dry Mounting Instructional Techniques	26
		Early Recognition of Learning Disabilities	31

Efficient Reading.	47	How to Use a Classroom Film	27
Elementary Science: An Overview .	65	Human Behavior & Reading.	49
Emergency! Do You Have A Plan?.	38	Human Body, The	67
Energy In Action	66	I Just Wanted to Let You Know How Well Rhonda Is Doing in School .	17
English and Latin.	47	I.Q. Myth, Parts I & II	17
English Noun Constructions . .	48	I Told 'em Exactly How to Do It .	17
English Verb Constructions . .	48	I Walk Away in the Rain	5
Evaluating Physical Abilities. .	38	I Want to be Ready.	12
Experiment in Excellence . . .	16	Identity Society.	17
Expressionism.	1	If a Boy Can't Learn.	31
Eye Hears, The Ear Sees. . . .	27	Image in a Mirror	5
Field Trips for Discovery. . . .	66	Impressionism	2
Film Splicing with the Griswold and Harwald Splicer	27	Individuals	18
First and Fundamental R.	48	Information Explosion	27
First Friends.	11	Introducing Globes.	71
Fixing & Section Cutting . . .	66	Is it Always Right to be Right. .	72
Flabby American, The	38	Jail Door Went Clang, The	49
Flatland	59	Jimmie.	32
Formal English as a Foreign Language.	48	Joshua in a Box	5
Foxfire.	48	Julia	32
Fractions & Rational Numbers .	59	Junior High School, The: Its Educational Program.	18
From Cradle to Classroom, Parts I & II.	16	Junior High School, The: Recent Developments	18
Frontiers of Elementary Science. .	66	Just a Simple Misunderstanding. .	18
Functional Teaching of Reading and Writing	31	Just for the Fun of It.	32
General Objectives	66	Kevin	32
Get the Picture.	27	Kindergarten Child, Part II . . .	12
Give Me Instead a Catastrophe. .	17	Koestler on Creativity.	5
Glass.	2	Language as a Behavioral Phenomenon	49
Globes: Their Function in the Classroom	71	Leadership: Style or Circumstance?	6
Goal to Go	38	Learning Strategies	18
Grammar & Generative Grammar .	49	Learning Through Inquiry.	18
Graphing	59	Learning to Learn	12
Group Activities	11	Learning with Today's Media . . .	28
Group Dynamics: "Groupthink". .	5	Less Far than the Arrow	50
Guided Exploration	38	Let Them Learn.	28
Guiding Behavior	12	Let's Do Science.	67
Gymnastics for Girls	39	Let's Write a Story	50
Handicapped Reader	49	Lettering Instructional Materials	28
He Comes from Another Room .	31	Library & the Reading Program .	50
Health Occupations	39	Lively Art of Picture Books . . .	28
Helping the Reluctant Reader .	49	Madison School Plan, The. . . .	32
Historian Series	71	Make a Mighty Reach	19
How Can Curriculum for Individualistic Education Be Determined? .	42	Man Who Bought Monday Night .	50
How Can You Apply Team Teaching & Nongrading in Your School? . .	42	Maps of Our Locality.	72
How Can You Make Individualization Work in Your School System? .	42	Maps of Our School.	72
How to Make & Use a Diorama. . .	2	Maps of Our World	72
How to Make Biological Drawings. .	67	Mathematics for Tomorrow. . . .	60
		Mathematics: Unending Search for Excellence	59
		Maths Alive	60
		Matter & Molecules.	67
		Matter of Trust, A.	19

Mean, Nasty, Ugly Cinderella	50
Meaning.	50
Measure Length - Think Metric.	60
Measure Volume - Think Metric.	60
Measure Weight - Think Metric.	60
Measurement.	61
Media Centers.	28
Meter, Liter & Gram (BFA).	61
Metres, Litres & Grams (GM).	61
Metric America, A.	61
Metric Meets the Inchworm.	61
Microscope, The.	67
Millicent.	33
Model Class Discussion	72
Montessori	12
Motivation Theory for Teachers	6
Movement Education in Physical Education	39
Mr. Chairman (The Fundamentals of Parliamentary Law).	72
Multiplication Algorithms & the Distributive Property	62
Multiplication of Rational Numbers	62
Multiplication & its Properties.	62
Music & Free Play.	13
National Commission on the Reform of Secondary Education.	19
Negative Rationals	62
New Options for Learning - Urban Education	19
Non-Objective Art.	2
Objectives in the Affective Domain.	19
Objectives in the Cognitive Domain.	20
Old Enough but not Ready	33
On Your Own.	20
One to Grow On	6
Open Classroom, The.	20
Operations Extended to Negative Rationals	62
Organizing the Reading Environment	51
Organizing the Reading Program	51
Organizing the School Day.	13
Perception & Communication	28
Planning for Change.	51
Plants & Soil.	67
Playground, The.	13
Pleasure is Mutual, The.	29
Poetry in Paul, The.	51
Poster Making: Printing by Silk Screen.	2
Prejudice Film, The,	73
Preparation for Reading.	51
Present is Prologue, The	20
Presumption of Innocence	73
Pretty Good Class for a Monday	6
Primary Education in England	13
Probing Mind, A.	68
Problem Solving Techniques	39
Process of Communication	29
Productivity & the Self-Fulfilling Prophecy: The Pygmalion Effect	6
Project Discovery: A Demonstration in Education.	29
Promise of Play.	33
Reach Out.	7
Readiness: The Fourth R	39
Reading as Part of Life.	52
Reading to Remember.	52
Reinforcement Theory for Teachers.	7
Remarkable Schoolhouse, The.	20
Report Card.	21
Report From the Reading Coordinator	52
Retention Theory for Teachers.	7
Retention Theory: But He's Not An Ordinary Child	7
Retention Theory: I Don't Want to Question Your Program, But.	7
Retention Theory: I Want to Talk Right Now	7
"Right to Read" at Alderman School	52
Role of Phonics, The	52
Santa Monica Project	33
Sarah.	8
Schools Without Failure.	21
Science & the Language Arts.	68
Science in the Elementary School - Air Unit.	68
Science Laboratory Safety.	68
Science through Discovery.	68
Scientists & Advocates	53
Search for a Universal Grammar	53
Secondary Education.	21
Selecting & Using Ready-Made Materials	29
Setting the Stage for Learning	69
Solving Verbal Problems in Mathematics	63
Some Courses Don't Count	8
Square Education	21
Staining	69
Strategy, The.	21
String Bean, The	53
Structure & Content.	53
Subtraction.	63
Subtraction of Rational Numbers.	63

Surrealism	2	Up Is Down	9
Talking & Writing, Part I.	53	Using a Mathematics Laboratory Approach.	63
Talking & Writing, Part II	54	Using Human Resources.	55
Tchou-Tchou.	8	Varieties & Techniques of Discussion.	73
Teach More - Faster.	22	Vigorous Activities in Physical Education	40
Teacher & Technology, The.	30	Visual Aids: Instructional Techniques.	30
Teacher Decision Making.	22	Visual Perception & Failure to Learn	34
Teacher Effectiveness Training	22	Vocabulary Development	55
Teacher in Reflection, A	22	Volleyball, U. S. A.	40
Teacher's Concerns About Using 'Inside/Out'.	8	Walls.	9
Teaching Machines & Sidney Pressey	22	Ways of Assessing Reading Progress	55
Teaching Map Reading Skills in the Elementary Grades	73	We Belong Together Here.	13
Teaching of Composition & the Study of Style.	54	Welcome to the Third Grade	23
Teaching Reading Series (4 films). .	54	What About Reading Systems?	56
Teaching Techniques.	69	What Are the English Language?	56
Team Teaching in the Elementary School.	42	What Do I Know About Benny?	23
Teams for Learning	42	What Is Teaching? What Is Learning?	24
Television Techniques for Teachers.	30	What's New at School	24
Tense: Imperfect.	8	What's Riding Hood without the Wolf?	56
Testing Multiply Handicapped Children.	33	Who Cares.	35
Theory into Practice	43	Who Did What to Whom	9
They Can Do It	13	Whole Number System - Key Ideas. .	63
Thinking, Writing & Reading.	54	Why Are Team Teaching & Nongrading Important?	43
Three Looms Waiting.	55	Why Man Creates.	56
Time & Space Awareness	40	Women in Management: Threat or Opportunity?	9
Title Is One, The.	23	Word Analysis: Multiple Approaches.	56
To Build a Schoolhouse	23		
Total Communication.	33		
Transactional Analysis	9		
Try It Sometime.	23		

